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ABSTRACT

This guide is designed to provide the vocational teacher, vocational counselor, and placement coordinator with resource materials for planning a comprehensive placement program. It is divided into six sections which represent a systematic approach to placement services. They are (1) Planning (goals and benefits, resource coordination, rural and urban schools), (2) Responsibility (vocational teachers, vocational counselors, school placement coordinator, school system placement coordinator, school administrators, advisory/craft committees, team cooperation), (3) Implementation (placement coordinator at local school and system level, placement center, advisory/craft committee, publicize, vocational student surveys, business community surveys, forms and procedures), (4) Procedures (placement services orientation, vocational student survey completion, placement office registration, employment interviews, continuing education information, supportive services), (5) Student Preparation (job hunting plan, student awareness, job seeking skills, job acquiring skills, job keeping skills, terminating a job), and (6) Followup and Evaluation. Forty-three forms are provided. A bibliography is followed by appendixes summarizing Alabama and federal child labor laws. (YLB)

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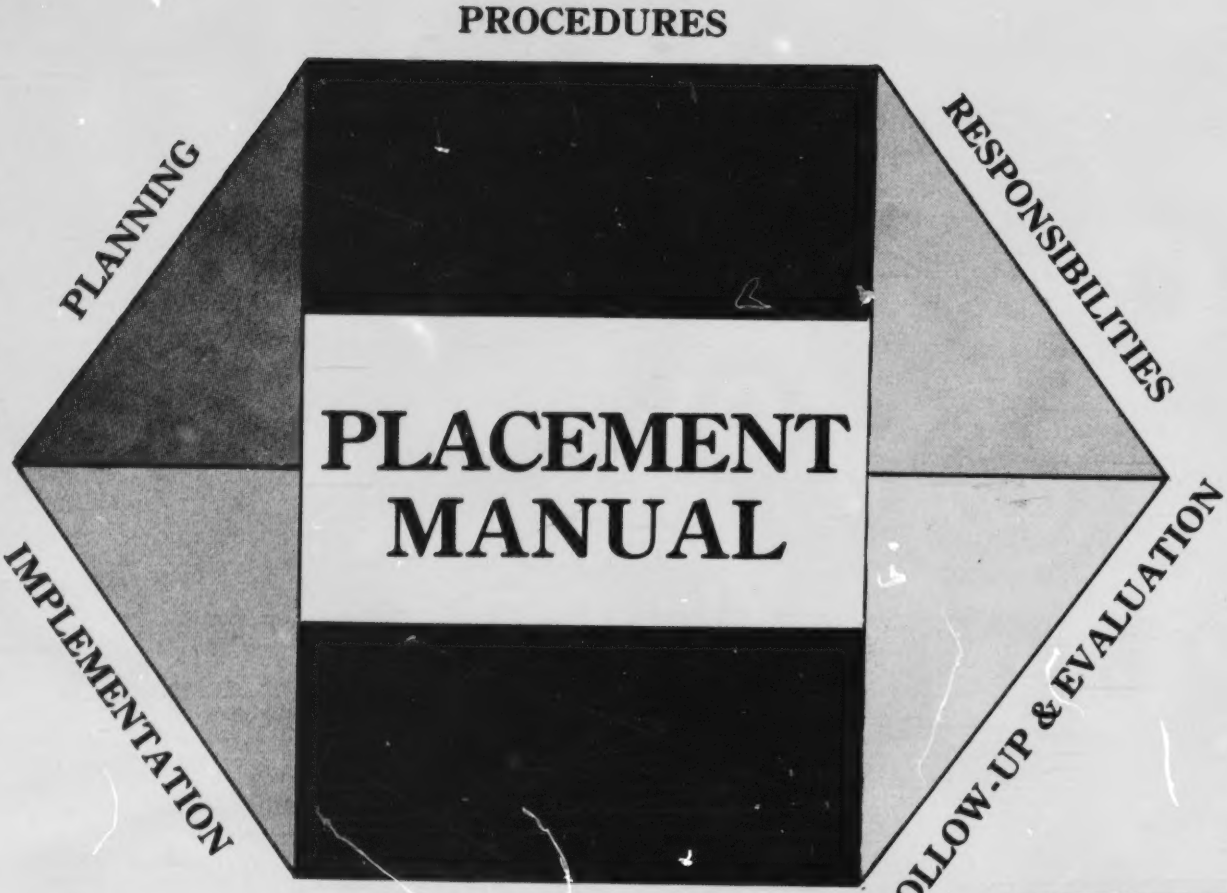

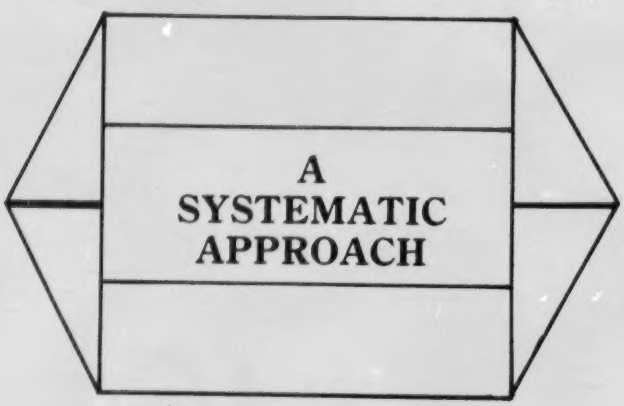

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STUDENT ASSISTANCE and PLACEMENT SERVICES

PLACEMENT MANUAL

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Alabama State Department of Education

July 1975, Revised December 1981

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FOREWORD

It is the responsibility of the local education agency to develop comprehensive placement services for vocational education students through the coordinated efforts of the vocational instructors, guidance staff, administrators, and community agencies. The goal for this comprehensive placement service is to place every student exiting the vocational program in an occupation or a continuing education program. Placement must be coordinated to be meaningful. It must be a team effort on the part of instructors, counselors and placement coordinators and administrators. This should develop through the school level placement team and/or the system level placement team. Placement is not a chance situation. There must be a systematic plan with all members bearing their responsibilities.

This manual has been developed as a guide, designed by sections of planning, responsibilities, implementation, procedures, student preparation, follow-up and evaluation.

When utilized it will assist management procedures in school-based placement services. Accountability will be a certainty with consistent placement implementation and follow-through.

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INTRODUCTION

Many national, state and local groups are committed to placement after vocational training.

The 90th Congress found it necessary to reduce the continuing seriously high level of youth unemployment by giving attention as is now given to the college preparation needs of young people, to the job preparation needs of the two out of three young people who end their education at or before completion of high school. Too many of these young people face long and bitter months of job hunting or marginal work after leaving school.

In an attempt to bridge school preparation and employment, Congress has provided financial support to vocational programs. In the legislation, job development, job placement and job follow-up/follow-through were specific.

The National Commissioner for Education has developed and is implementing an occupational education program that promotes and encourages job placement and/or continuing education as a responsibility of secondary schools.

At the state level, the Alabama State Board of Education has approved the Standards in which placement from vocational education training is a part.

The State Director for Vocational Education is charged with making funds available for:

> The development of a long-range strategy for infusing occupational education (including—placement in a job or in continuing occupational training) into secondary schools on an equal basis with traditional academic education to the end that every child who leaves secondary school is prepared to enter productive employment or to undertake additional education.

The National and State Advisory Councils for Vocational Education have recommended job placement as a national and state priority:

> "Schools which provide vocational education without also providing a placement opportunity do not have a complete program."

In keeping with national and state guidelines, the Alabama State Department of Education, Division of Vocational Education Services recognizes comprehensive placement services for all vocational students in Alabama as a function of all agencies receiving state and federal vocational funds.

Alabama has a priority in the planning process to increase placement services of students placed in field or continuing education.

Placement in this manual refers to the placement of an exiting vocational student on a job or into additional educational training. Occupational vocational programs must include the placement of students as a stated goal of the program.

A comprehensive placement program is seen as a systematic approach—one of pre-employment preparation, placement for employment or continuing education and follow-up. This manual is designed to provide resource materials for the vocational teacher, vocational counselor and placement coordinator.

Planning

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SECTION I

PLANNING

A. Goals and Benefits of the Placement Service Services

The major goal of Alabama's Placement Services is to place the exiting vocational student in an occupation or continuing education program. Although the Placement Services will need to be established locally, the subgoals of the program are to provide:

- Learning experiences that will develop the job-getting and -keeping skills of the vocational student.
- A better match between the student's skills, abilities, and interests, and the job.
- Vocational graduates and early leavers with supportive services necessary to stabilize or redirect their choice of employment or education.
- A central contact for employers.
- A coordinated school effort for job placement of vocational students.
- A placement service to all students completing vocational education.
- A year-round placement staff.
- An ongoing system of communication with the employment community.
- A systematic follow-up procedure for all vocational trainees completing or leaving the programs.

In addition to legal and moral obligations for developing placement services, numerous benefits may be derived from such services. The placement services benefits not only the students who receive the service but also the vocational programs, the school, and the business community.

In terms of participants, the benefits resulting from placement services include:

- *for the vocational student:*
  - A reason to stay in school.
  - A systematic approach for dealing with the problems of entering and adjusting to the work world.

— A reduced anxiety of gaining entrance to the work world.

— A reduced youth unemployment rate.

— *for the disadvantaged, handicapped and nontraditional student:*

In addition to the reasons given above;

— Finding a job where the student can make a contribution and get a sense of fulfillment from working.

— Increased employment options.

— *for the vocational programs and the school:*

— The relevancy and immediacy of the vocational programs and the school.

— The efficiency (such as placing more students in the field of their preparation) of the vocational programs.

— The effectiveness (such as better skilled vocational graduates) of the vocational programs.

B. Resource Coordination

1. State Department of Education

A. Vocational Education Services Division

a. Guidance and Counseling Unit

This unit provides information from all aspects, such as consultant assistance and other goals for a comprehensive guidance program.

2. Computer Information Data

There are multiple resources available by computer to the counselors and students. Call the SOICC (State Occupational Information telephone number 832-5737).

C. Rural and Urban Schools

This manual was developed for placement services in all types of geographic and economic settings. The exemplary placement principals seemed to be very similar. When differences occurred between programs of rural and urban schools, these were characterized more as operational variations resulting from smaller student population in rural schools. In these schools where full-time placement staff may not seem economically advisable, two general solutions are recommended.

The school may choose to operate the placement program with a part-time placement person drawn from existing staff. In selecting staff for placement responsibilities the qualifications of career guidance, familiarity with vocational programs, and public relations abilities must be strongly considered. A schedule permitting accessibility to the community is important, as is the availability of secretarial or student help for telephone coverage and record keeping.

A full-time placement person to serve several schools could be employed. The advantages to such an area approach to the placement services are outlined in the following sections of the manual.

Responsibilities

SECTION II

RESPONSIBILITIES

To be successful, placement must be a team effort—a commitment from the total school and community.

Each school system will need to adjust the distribution of responsibilities to fit its particular structure. Placement Services will be developed around existing teachers and resources. In each school, one person should be designated to coordinate all placement related activities in that school. Further, a central placement services coordinator should be appointed for the school system. In some instances, this will be the same person.

Vocational teachers, in assuming the major responsibility for placing their students, may of necessity have to perform many of the duties listed as belonging to the local school placement coordinator. School systems covering a large geographic area may have a coordinated placement service in each school and gradually work toward a centralized systemwide program.

The suggested roles discussed below are guidelines. As the actual implementation of the placement services is developed around existing personnel and resources, the duties actually performed may be quite different than those listed.

A. Vocational Teachers

Vocational teachers have the key role in the placement and follow-up of their students, regardless whether or not the school system provides a coordinated placement service. The responsibilities of each vocational teacher for the placement services include:

— Collect job related information; e.g., experience, interests, plans, social security number, etc. from each vocational enrollee on standard forms developed for placement services.

— Assist students in planning a vocational program leading to full-time placement.

— Making contacts regarding employment and continuing educational opportunities in his or her occupational area in order to establish contact and publicize school's emphasis on placement.

— Utilize existing advisory or craft committees to assist in identifying job opportunities for all terminating students.

— Make contacts regarding employment and continuing education opportunities within his or her occupational area for the handicapped and others with special needs.

— Help provide pre-employment information to students.

— Aid in interpreting results of aptitude tests, interest inventories, etc., to vocational students.

— Be aware of alternate qualities of students, not apparent through testing, which may improve employability.

— Interpret to students labor market data which reflects employment opportunities and trends within his or her occupational area.

— Assist in arranging interviews of students with prospective employers.

— Confirm placement with employer within 30 days after student begins working. Assist student as necessary in adjusting to job or in finding a new job if that appears to be in the best interest of the student.

— Cooperate with other vocational teachers and placement coordinator in developing a data system for recording and updating information on job openings, job referrals, and placements.

— Cooperate with other vocational teachers and placement coordinator in designing and conducting local follow-up studies for vocational programs improvements as well as the placement service.

— Prepare students for responding to statewide and local follow-up studies by (a) orienting them to purpose and importance of accurate follow-up information, (b) familiarizing them with the forms they can expect to receive, (c) indicating approximately when forms will arrive, and (d) requesting exiting students to complete the exiting student form showing complete address and address of a relative. (See Pages 105-114)

B. Vocational Counselors

Vocational counselors who have not been designated as local or central coordinators of placement perform the following duties related to placement:

— Administer standardized tests designed to assist a student toward developing self-awareness. Interpret the test results to students in groups and individually.

— Cooperate with the local coordinator of placement and the vocational teachers in developing for each student a student profile of test scores and other information related to future placement.

— Assist in making community survey of job opportunities.

— Assist teachers in orienting groups of students to job placement services and in providing pre-employment information.

— Identify students who need special or remedial instruction in order to increase their employability.

— Identify potential dropouts, especially those who appear to be in the actual process of dropping out, and refer them to the placement coordinator for job placement assistance.

— Survey vocational training opportunities in such areas as manpower training centers, junior colleges, technical colleges and institutes, apprenticeship programs, business sponsored training and education programs, adult education programs, and other educational opportunities that may facilitate preparing students for employment.

— Assist students in applying for financial assistance for postsecondary training.

— Assist vocational teachers in identifying and matching student occupational interest with job opportunities.

— Assist in providing counseling as needed to students beginning new jobs.

— Assist teachers in securing and assembling career education materials and in conducting career education activities.

— Assist in conducting follow-up studies and interpreting the findings.

C. School Placement Coordinator

The basic responsibility of the school placement coordinator is to provide direction and leadership for all placement related activities of teachers and vocational counselors in the school. In systems where there is no central systemwide coordinator of placement, many of the duties listed under the central coordinator of placement will be performed by the school placement officer. In systems which have a central placement coordinator, the areas of responsibility of the school placement officer include:

— Maintain a placement office complete with brochures on job related topics, application blanks, and all other information and forms necessary for the placement service operation.

— Receive job related information from the central placement coordinator and bring it to the attention of appropriate teachers, counselors, and students.

— Place all vocational students exiting the school.

— Maintain complete and current placement records for the local school.

— Request assistance of central coordinator for placing students whose job interests cannot be met in the local area.

— Cooperate with career education programs in the school.

— Conduct local follow-up and evaluation studies of students.

— Provide reports to the central coordinator.

— Work with vocational teachers and advisory or craft committee on placement activities.

D. School System Placement Coordinator

The nature of the duties of the central coordinator of placement services will change from primarily those of initiation and implementation to those of coordination as the placement service grows or as one moves from small to large school systems. The areas of responsibility include:

— Conduct regular planning sessions with all persons having major responsibilities in the placement service. Define immediate and long-range objectives.

— Make personal visits to major employers to establish contacts, publicize placement service, and to gain information on local job trends.

— Coordinate community occupational surveys to determine local employment needs and job opportunities.

— Obtain labor market information from state and regional sources, such as State Occupational Information through the Division of Vocational Education, regional and state offices of the Alabama State Employment Service, state and local Chamber of Commerce.

— Develop contacts for identifying employment opportunities for handicaped individuals, disadvantaged individuals, nontraditional individuals or others with special needs related to employability.

— Coordinate with teachers in vocational cooperative programs for making contacts with employers regarding the establishment of cooperative training stations. (Some large employers have expressed concern about being contacted by several co-op coordinators from the same school system)

— Establish procedures for providing pre-employment information to exiting students and coordinate related in-service training for teachers.

— Coordinate student orientation to the placement service.

— Develop standard forms and procedures for recording student employment interests.

— Develop a system for maintaining an up-to-date file of part-time and full-time job openings in the community along with specific requirements.

— Establish procedures for informing students of available jobs, for arranging interviews, and for securing confirmation of employment.

— Develop a working relationship with the local office of the Alabama State Employment Service. (All forms of assistance from the State Employment Service, including testing, counseling, job referrals, and job placements, should be immediately reported to and credited to the local office of the employment service)

— Establish regular or associate membership in community, business and professional groups, such as, the Chamber of Commerce, Kiwanis Club, Business and Professional Women, or a local association of personnel directors.

— Know laws affecting employment, such as, Child Labor Laws, the Occupational Safety and Health Act, and civil rights and equal employment practices.

— Meet with advisory or craft committees regarding placement functions.

— Coordinate placement service with the career education activities of interested teachers.

— Coordinate follow-up studies.

— Design and coordinate periodic placement service evaluations.

— Make regular reports to the local superintendent or whomever is designated as supervisor on matters related to the placement service.

— Attempt to coordinate some aspects of placement with the placement services of other school systems in the same geographic area.

E. School Administrators

The school superintendents and principals conduct vital services for the placement program. Some of the duties they perform include:

— Designate the different roles of coordinators for the placement service in the school and school system.

— Designate the individuals to fill these roles.

— Review the placement concept with the local school board, secure their endorsement, and keep them informed of progress.

— Participate in planning and evaluation sessions.

— Arrange in-service training programs to include orientation to placement concept and respective roles.

— Assure that placement is a team effort involving administrators, counselors, teachers, students, and community representatives.

— Reassign duties of school personnel to permit job development and supportive services to be adequately performed.

— Meet with community groups to publicize the school placement service.

— Assist in making contact with the local office of the Alabama State Employment Service.

— Review periodic progress reports from placement service coordinator(s).

F. Advisory/Craft Committees

Placement services are directly dependent on successful coordination and cooperation between the school and prospective employers. Advisory or craft committees can be helpful in providing input from the community for the operation of the placement service. Suggested functions include:

— Perform public relations for introducing the placement service to the public and gaining acceptance of the concept of school-based placement.

— Identify community resources and persons who may assist in meeting the objectives of the placement service.

— Assist with the formulation and dissemination of information regarding the operation of the placement service.

— Provide the continuing placement program review and evaluation assistance.

— Locate employers willing to participate in the placement service.

— Assist with community survey.

G. Team Cooperation

Successful installation and maintnenace of a placement program requires student, teacher, school and school system administrators, and the business community cooperation. Some of the functions listed above are overlapping; while for some schools, additional unlisted functions will need to be performed. A cooperative effort is required to identify all facets of placement to be performed in a school.

The school administrators need to recognize the placement service as an opportunity to sell the school's product and build community support for the school program. On the other hand, the business community needs to be made aware of the benefits it can derive from participating willingly in such a program. Vocational teachers may view the placement of the student on the job with personal satisfaction, and many feel it is a reward for their investment of time in a student. The vocational counselor can view placement as an opportunity to extend supportive services to students in helping them reach job-oriented goals or higher education. The students need to be made aware that the placement service is a natural outgrowth of their vocational preparation.

Although each participant views the placement service from a different angle, each is intrinsically involved in the success of the program. Without the willing cooperation and participation of each member of the placement team, the placement service will, at best, fulfill only a small portion of its potential. The successful placement service is the result of cooperation and coordination among all participants.

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Implementation

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SECTION III
IMPLEMENTATION

This section provides guidelines and suggestions on *how* to start Placement Services. Actual implementation will be determined by policy decisions made during the local planning phase and will be peculiar to the local situation. It is recognized that each school system has a unique school and community structure with correspondingly unique school and community needs. Policy and procedures are intertwined so that the procedures--the ways and means of implementing—are an outgrowth of this policy.

Efficient management of the Placement Services may be achieved through the use of appropriate forms, checklists, and procedures. Useful forms can facilitate the operation of the Placement Service and allow many functions to be shifted to clerical personnel. A proliferation of forms should be avoided; however, a basic core of forms is necessary to expedite the process of placement. The forms in this manual may be used as shown or altered to meet local needs.

The following checklist has been devised to guide you in starting your Placement Service. Each item is discussed and sample forms are included at the point of discussion.

PLACEMENT SERVICES IMPLEMENTATION CHECKLIST

A suggested procedure for implementing Placement Services is given below. It is not essential to follow the steps in the specific order given. This checklist is a guideline to assure that you have not overlooked an important component.

If you need more information on a step, see the pages suggested.

_____ DESIGNATE A PLACEMENT COORDINATOR AT THE SCHOOL LEVEL AND/OR THE SYSTEM LEVEL. (See p. 14)

_____ ESTABLISH A PLACEMENT CENTER. (See p. 15)

_____ USE AN ADVISORY OR CRAFT COMMITTEE TO HELP INITIATE AND MAINTAIN THE PLACEMENT SERVICES. (See p. 16)

_____ PUBLICIZE THE PLACEMENT SERVICES TO: (See p. 20)

___ STUDENTS

___ TEACHERS AND SCHOOL ADMINISTRATORS

___ COMMUNITY IN GENERAL

___ LOCAL BUSINESS PEOPLE

___ STATE AND LOCAL GOVERNMENTAL AGENCIES

_____ DEVELOP THE FORMS AND ADMINISTRATIVE PROCEDURES FOR THE PLACEMENT SERVICES. (See Section IV)

_____ SURVEY VOCATIONAL STUDENTS TO DETERMINE PLACEMENT NEEDS. (See p. 28)

_____ SURVEY THE BUSINESS COMMUNITY TO DETERMINE EMPLOYMENT AVAILABILITY. (See p. 31)

_____ PLAN AND DEVELOP A PRE-EMPLOYMENT EDUCATIONAL PROGRAM FOR STUDENTS. (See Section V)

_____ DEVELOP THE FORMS AND PROCEDURES FOR CONTINUED MAINTENANCE OF THE PLACEMENT SERVICES. (See p. 34)

PLACEMENT COORDINATOR AT THE SCHOOL LEVEL AND THE SCHOOL SYSTEM LEVEL

One person should be designated to coordinate placement activities in each school. Likewise, *one* person should be designated placement coordinator for the school system.

Appointments of placement coordinators are made by the superintendent of the local school board from vocational teacher, vocational counselor, and principal recommendations. As the placement service is to be developed around existing teachers and resources, a vocational teacher or vocational counselor will, in all likelihood, receive the appointment of local school coordinator for placement.

In school systems, the person designated to coordinate placement in the local school may be the same one designated to coordinate placement for the school system. In some school systems, the responsibilities and authority of the coordinator of placement may be identified and articulated to vocational personnel in the system. The duties and functions of the coordinator as listed in Section II, provide the basic information needed to develop a job description for the coordinator if it is found desirable to do so.

Regardless of system size, all vocational teachers are expected to cooperate and assist the placement coordinator in the overall placement activities.

In determining the person best suited to coordinate placement, some desirable qualifications are:

— Knowledge of each vocational program.

— Knowledge of the jobs for which the vocational programs are preparing students.

— Knowledge of post-high school educational opportunities and alternative high school educational experiences.

— Knowledge of the business/industrial community and local needs.

— Respected by the students, school, business/industry and community for professional qualities.

— Familiarity with current vocational resources, such as the *Dictionary of Occupational Titles* and *Occupational Outlook Handbook*.

— Experience with placement or other program coordination, or experience as a personnel manager.

— Successful work experience in business or industry.

— Ability to assume responsibility and take initiative for implementing and maintaining the placement services.

— Ability to work harmoniously with many people.

— Ability to speak and write clearly and concisely.

PLACEMENT CENTER

A single office should be identified as the central clearinghouse of placement information for the entire school system. Likewise, if there is more than one school in the system having vocational students, a central clearinghouse of placement information should be established at the local school.

If only one school in a system is concerned with placement, coordinating placement activities is fairly straightforward. Community contacts regarding placement will come to the one office. However, if there is more than one school providing placement services, the placement coordinator for the school system should receive the incoming community contacts and coordinate the activities among the local schools.

The location of the placement office will vary with individual schools. The office may be the coordinator's personal office, an administrative center of the school, the counselor's office, or another location more convenient to students, placement staff, and community. This central clearinghouse for placement needs available information about job openings, applicant information, job requirements, information on local industry, etc.

The facilities and equipment required to implement the Placement Services are minimal; however, some essentials are required:

— Telephone

— Typewriter

— Filing cabinet and card files

— Private office or area suitable for discussions with students

— Desk and chair for coordinator

— Desk and chair for clerk (desirable)

— Visitors chairs (minimum of two)

— Magazine and brochure display racks

— Availability of duplication equipment to reproduce forms, etc.

— Miscellaneous stationery supplies

— Current resource materials

ADVISORY/CRAFT COMMITTEE

An advisory or craft committee can provide a communication link between the school and the community. A strong, active committee can do much to help implement and maintain the Placement Service in the community. The functions a committee may perform relative to job placement are presented in Section II, pages 10-11.

The coordinator will find it advantageous to utilize a committee to help promote and maintain the Placement Services in the community.

SELECTION OF ADVISORY/CRAFT COMMITTEE:

In selecting advisory committee members, it is important to keep in mind the purpose to be served and the type of assistance needed in implementing the Placement Service. The committee needs to be kept to a workable size—perhaps five to ten members—yet be large enough to be representative of the community. The following points should be considered in the member selection:

— Individuals having a sincere interest and belief in the Placement Service.

— Individuals; by sex, race, handicap and ethnic origin, known as leaders in their field.

— Individuals with time to attend meetings and participate in committee work. You need *workers.*

— Individuals who will *actively* promote and seek placement openings for students.

As you place students, you will come in contact with individuals who could be active advisory committee members. Ask them if they would be willing to serve on the committee. If they are, secure preliminary information from them. A sample form (Form, page 18) may be completed. Then, when the term of a member of the advisory committee expires, file a prospective members name to fill the vacancy.

APPOINTING ADVISORY/CRAFT COMMITTEE MEMBERS:

A commonly used procedure for appointing advisory committee members is for the coordinator and the principal to recommend prospective members to the local superintendent of education, who may have additional suggestions. If a new advisory committee for placement is started rather than using an existing advisory or craft committee, the superintendent writes a letter to the prospective member asking the individual to serve or thanking this person for his/her willingness to serve. The letter format will depend on your preceding contact with the prospective member. The letter should state the term of the appointment, the time of the first meeting, and the person who will be contacting him/her. Form 2 (Page 19) is a sample letter of an appointment of a new advisory committee on placement.

ORGANIZATIONAL MEETING FOR A NEW ADVISORY/CRAFT COMMITTEE:

The first meeting is commonly devoted to orienting the new members to their functions and planning the initial work of the committee. A sample agenda for this organizational meeting may include:

— Call to order by the coordinator, principal or superintendent acting as temporary chairperson.

— Explanation by the temporary chairperson of the purpose and functions of the advisory committee in relation to Placement Services.

— Description of Placement Services by the coordinator.

ADVISORY/CRAFT COMMITTEE CANDIDATE INFORMATION FORM

NAME _____

ADDRESS _____

_____ ZIP _____

TELEPHONE NO. _____

COMPANY NAME _____

COMPANY ADDRESS _____

COMPANY TELEPHONE NO. _____

TITLE _____

REPRESENTATIVE OF WHICH GROUP BELOW:

LABOR _____ HOMEMAKING _____

BUSINESS _____ GOVERNMENT _____

INDUSTRY _____ EDUCATION _____

A. ETHNIC GROUP:

_____ 1. Hispanic Origin
_____ 2. Not of Hispanic origin

B. SEX:

_____ 1. Male
_____ 2. Female

C. RACE:

_____ 1. American Indian _____ 3. Black _____ 5. Other
_____ 2. Alaskan Native _____ 4. White

EDUCATION LEVEL

LESS THAN HIGH SCHOOL GRADUATE _____
HIGH SCHOOL GRADUATE _____
TECHNICAL COLLEGE GRADUATE _____
COLLEGE GRADUATE _____

APPROXIMATE SIZE OF LABOR FORCE IN YOUR COMPANY _____

COMMENTS:

INTERVIEWER _____ DATE _____

Form 1

SAMPLE LETTER FOR APPOINTMENT
PLACEMENT ADVISORY/CRAFT COMMITTEE

Dear _____:

The _____ is pleased to inform you of your appointment to the Advisory Committee on Vocational Placement Services. We thank you for your willingness to serve on this committee.

The main objective for the Advisory Committee is to improve and expand placement opportunities for students completing their high school training. Your interest and participation will assist in making the placement services effective and beneficial to the youth of this community.

We realize time is limited, and we will have meetings prompt, precise, and purposeful. The meetings will be held once a month or less frequently. The period of service may be from one to three years. This will be determined at one of the next monthly meetings.

The first meeting for you as a new member of the Advisory Committee for Vocational Placement Services will be _____ at _____ p.m. at the _____. In this meeting the _____ will discuss: (1) the importance of the placement services, (2) the role of the Advisory Committee, (3) the operational procedures of the placement services, (4) other areas which committee members may need to discuss with the group.

Please notify _____ that you will be able to attend. If you have any questions regarding the appointment, please call my office number.

Sincerely,

Form 2

PUBLICIZE THE PLACEMENT SERVICES TO:

_____ STUDENTS

_____ TEACHERS AND SCHOOL ADMINISTRATORS

_____ BUSINESS PEOPLE

_____ STATE AND LOCAL GOVERNMENTAL AGENCIES

_____ COMMUNITY BUSINESS AND PROFESSIONAL ORGANIZATIONS

Placement Services should be facilitated through publicity. Publicity may mean the difference between a service that has to be pushed and a service that is received with welcome.

Proper publicity will create awareness of the program, and educate the citizenry of the placement purpose and gather support for the program. In considering the avenues of publicity, the placement coordinator should recognize the different participant groups of the program. Each participant group is a target group that needs to be informed, educated, and brought to active support.

The following list is an indication of the various avenues open to the coordinator to publicize the program:

— School newspaper

— Assembly programs, bulletin boards, window display, brochures

— Career day

— Civic organization presentations

— Radio and T.V. spots

— Local newspapers and local trade journals

— Local labor union visits

— Professional and trade group presentations

— Exhibits in local stores with display of student products

— Open house with display of student products

— Direct mailing

— Governmental employment agencies

— Follow-up all who have contributed to the Placement Services

PROFESSIONAL DEVELOPMENT AND COMMUNITY INTERACTION:

To get the cooperation and commitment of the school administrators and the teachers necessary to implement the placement services, the educational staff must understand the "why" of the program and know how they can actively facilitate it. Colleagues will need to be educated to the purposes, benefits, procedures, etc., of the services.

The guidance counselors must be a close working group with the placement coordinator. The counselors need to be thoroughly versed in the functions and procedures of the placement services. The smooth working relationship with the counselors may contribute to:

— Interpretation of student test scores

— Assistance with orientation of students to the vocational programs and the placement services

— Coordination in interpretation of student follow-up data

Be sure the policy makers are kept informed. Once you have gained the support of the local policy makers, the administrative facets of the placement services can be handled more efficiently. Clear all procedures with your immediate administrator.

Perhaps the largest "selling" task or publicity emphasis is convincing the employer to consider the exiting vocational student as a competent and willing worker. Publicity should be used to keep the business community aware of placement services. The coordinator may want to consider some of these approaches to the business and industrial community.

— Utilize the advisory committee

— Direct contact by mail, telephone or personal visit to explain the program

— Keep informed of legislative changes affecting employment

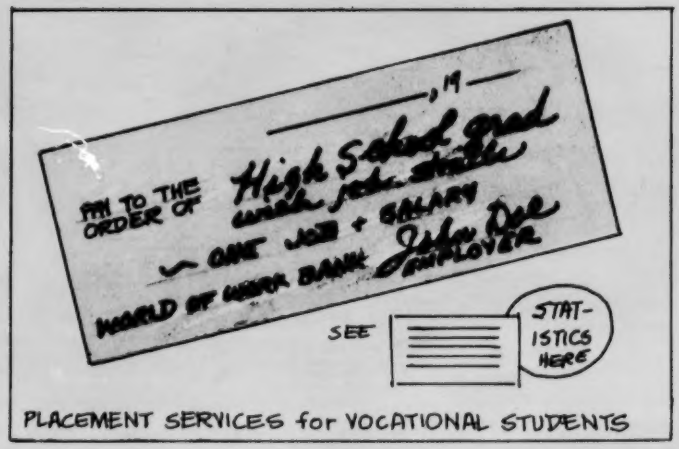
— Keep informed of employment opportunities for students.

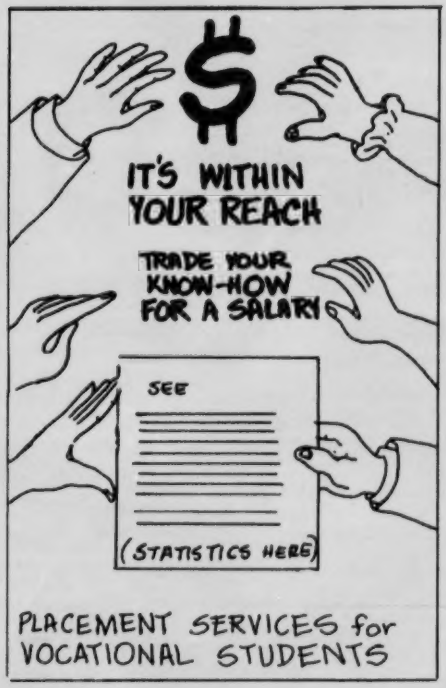
Publicity as a step in implementing the placement services of the school and school system may be easily slighted with only a newspaper article or a student assembly. This step is crucial. A lack of awareness about the program or the misconception about the placement services can result in:

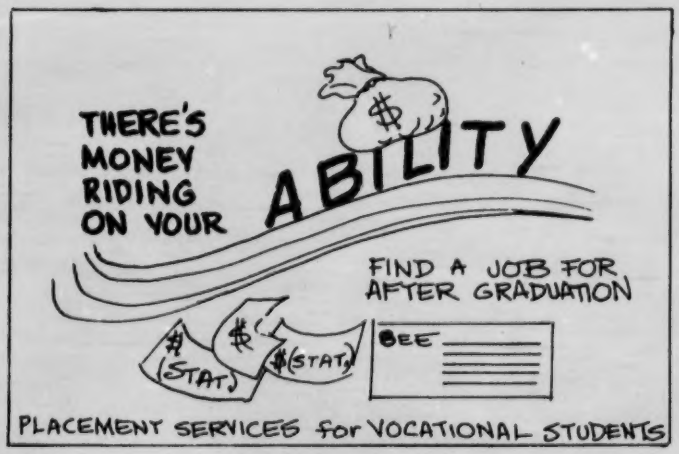
— No cooperation from the school administrators and the community

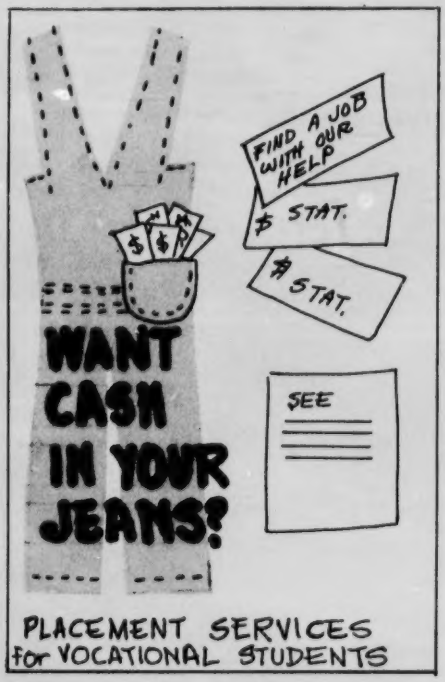
— No job openings from employers

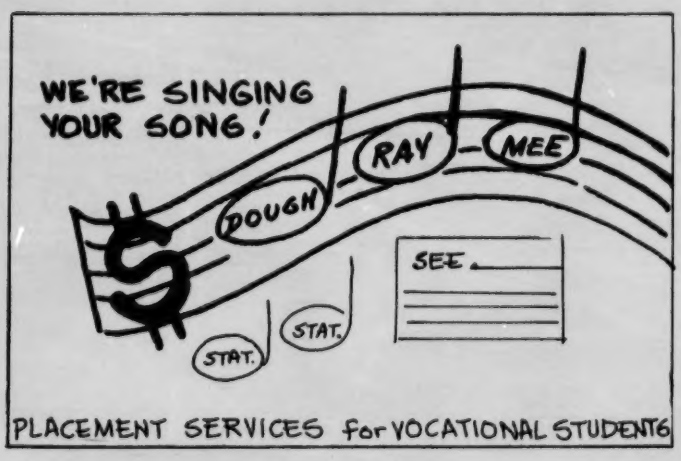
— No contact with state and local government agencies


PAY TO THE ORDER OF
High School Grad
ONE JOB + SALARY
WORLD OF WORK BANK
John Doe
EMPLOYER
SEE
STAT-ISTICS HERE
PLACEMENT SERVICES for VOCATIONAL STUDENTS


IT'S WITHIN YOUR REACH
TRADE YOUR KNOW-HOW FOR A SALARY
SEE
(STATISTICS HERE)
PLACEMENT SERVICES for VOCATIONAL STUDENTS


THERE'S MONEY RIDING ON YOUR ABILITY
FIND A JOB FOR AFTER GRADUATION
$ (STAT.)
$ (STAT.)
SEE
PLACEMENT SERVICES for VOCATIONAL STUDENTS


FIND A JOB WITH OUR HELP
$ STAT.
$ STAT.
WANT CASH IN YOUR JEANS?
SEE
PLACEMENT SERVICES for VOCATIONAL STUDENTS


WE'RE SINGING YOUR SONG!
DOUGH
RAY
MEE
SEE
STAT.
STAT.
PLACEMENT SERVICES for VOCATIONAL STUDENTS

Form 3

RADIO ANNOUNCEMENT SPOT

RADIO COPY

Placement Service
for Vocational Students
Ellington High School
Badbury, AL 36100

For additional information, contact Harvis Tidlane, Placement Coordinator
Phone 264-0100

Prepared for: Radio Station WRTT

Start Date: Oct. 1, 1982 End Date: Oct. 15, 1982 Length: 30 seconds

EMPLOYERS, ARE YOU LOOKING FOR TRAINED PEOPLE TO FILL PART-TIME OR FULL-TIME JOBS? PEOPLE WITH SPECIAL TRAINING AND A RECOMMENDATION BEHIND THEM? LET US HELP! THE PLACEMENT SERVICE AT ELLINGTON HIGH SCHOOL IS GEARED TO PROVIDE OUR BUSINESS COMMUNITY WITH TRAINED EMPLOYEES AND, AT THE SAME TIME, PLACE OUR GRADUATES IN JOBS FOR WHICH THEY ARE QUALIFIED.

GIVE US A TRY. WHEN YOU TELL US WHAT YOU NEED, WE WILL MATCH THAT WITH SELECTED GRADUATES OF OUR SCHOOL CAPABLE OF DOING THE WORK YOU REQUIRE. YOU SEE, YOU EVEN GET A CHOICE OF APPLICANTS.

EMPLOYING THE VOCATIONAL PRODUCTS OF YOUR COMMUNITY SCHOOL IS GOOD ECONOMICS AND A REAL COMMUNITY SERVICE. LET US HEAR FROM YOU.

Form 4

NEWSPAPER-WRITING TIPS

THE FIVE W'S FORMULA: The lead paragraph of a news story should answer the basic questions: WHO, WHAT, WHEN, WHERE, and WHY. The sample below illustrates how the five W's are applied to a newspaper story.

WHO - John A. Doe, State Specialist of Distributive Education (Also give age when it is important.)

WHAT - will address the _____ Leaders Club

WHEN - 12 o'clock noon Friday

WHERE - the _____ Hotel

WHY - to discuss "Area Vocational Schools—An Answer to Unemployment"

These facts (the five W's) could be used in the same order as shown above. However, in many cases, the WHY is more important in catching the reader's eye than the WHO. With the facts re-arranged in attention-getting fashion, the story would read:

> Reducing unemployment through the establishment of area vocational schools will be discussed by John A. Doe during a meeting of the _____ Leaders Club at 12 o'clock noon Friday at the _____ Hotel. Doe is State Supervisor of Distributive Education.

1. Get the most-important facts right at the beginning of a story.

2. The following newsworthy things may happen at meetings or events:
   — Action may be taken (officers elected, awards presented, etc.)
   — Something of interest might be said (capture the two or three main ideas from what was said.)

3. Paragraphs should be kept short (from 20 to 50 words). If they run longer, just break into two paragraphs.

4. Get as much human interest into story as possible. (People like to see their names and the names of their friends in print.)

5. Make sure all facts and names are correct. When there may be a question about the spelling of a word or name, put the word "correct" in parentheses following it.

6. Do not put your own comments, opinions, or judgments into a story unless they are used as direct quotes or paraphrasings.

7. Be sure adjectives and adverbs do not express personal opinion.

8. Use third person. Do not use "we," "us," "our," etc.

Form 5

9. Use simple, accurate, and vivid words. Always take the reader into consideration when writing.

10. Avoid using gobbledygook (high-toned, involved, and technical words).

11. Avoid using flowery figures of speech and trite expressions.

12. Check local newspapers for style practices and then follow their style. Style includes such things as capitalization and abbreviation. How do the newspapers use the word "street"? St., street, or Street? How do they indicate time? As 7 P.M. Friday, or 7 o'clock Friday evening?

13. Use the inverted-pyramid style of writing (below). The detail is developed in order of importance. Each paragraph should seem to be the end. This is done so the editor, who has space requirements to meet, can cut off portions of the story from the bottom without losing important facts.

Most-Important Facts

Less Important

Least

14. Remember to answer questions posed by the five W's:

    WHO — Who presided, who spoke, who became new members, who made proposals, who reported accomplished projects, etc.?

    WHAT — What organization, what action took place, etc.?

    WHEN — Be exact as to time (give day, date and hour).

    WHERE — Give the exact meeting place (building and even room number when it is important).

    WHY — Purpose of meeting or event. If a special meeting, tell why it was called.

15. Alternate releases between evening papers and morning papers. Give different twist to the same story if there are two or more papers competing for the news.

16. *Fillers* - Newspaper fillers, the small statements used to fill a column of type, are another means of getting facts before the public.

17. *Pictures* - Talk picture possibilities over with news contacts. Pictures of one or two-column width are more likely to be used than larger ones. Provide a list of names with the picture, identifying people as they appear. Plan a picture that tells a story; confine the group to three or four people so they can be identified.

"Newspaper-Writing Tips" is from the *Distributive Education Coordinators Guide,* Olympia, Washington, March, 1980.

SAMPLE NEWS RELEASE FOR A BEGINNING PLACEMENT SERVICE

NEWS RELEASE

LOCAL PLACEMENT SERVICE

AVAILABLE

_____ 19 ____

PLACEMENT SERVICE FOR VOCATIONAL HIGH SCHOOL STUDENTS

(city) (Dr., Mr., Mrs., Miss, Ms.) _____, President of the _____ School Board, has announced a service of placement for vocational high school students. This service is designed to assist vocational students in finding part-time or full-time jobs upon terminating their education, either through graduation or early entry into the job market.

Vocational students in the programs will have had training in varying amounts, depending on the period of time involved in the vocational programs; all will have at least entry level skills in a particular vocational area. The vocational areas taught by the _____ school system are _____, _____, _____ and _____ .

An enthusiastic reception has been noted from business and industry in support of the service. In addition to providing a community service to the youth of the area, employers receive students who have been prepared with work skills.

An advisory committee to assist in the formulation of the program has been drawn from the local community, and consists of _____ of _____ , _____ of _____, _____ of _____.

Form 6

SAMPLE NEWS RELEASE FOR A CONTINUING SERVICE

NEWS RELEASE
LOCAL PLACEMENT SERVICE AVAILABLE

_____ 19_____

PLACEMENT SERVICE FOR

VOCATIONAL HIGH SCHOOL STUDENTS

(city) The progress of the Placement Service in _____ was reported yesterday by (Dr., Mr., Mrs., Miss, Ms.) _____, President of School Board _____, Chairperson of the Placement Service Advisory Committee.

Since the start of the Placement Services in _____, 19_____, _____ students have been placed in jobs and continuing education. Most of these students have been placed in _____; however, some have been placed as far away as _____. Of those placed, _____ are in full-time jobs and are pursuing their careers.
(City)

The Placement Services is designed to assist vocational education students to obtain employment in vocations which they have selected and have received training.

Close cooperation exists between the school and the local business community. Continued guidance for the program is provided by an Advisory Committee composed of _____, _____, etc. The membership of this committee is continually rotated to provide continued representation from all parts of the community.

Form 7

VOCATIONAL STUDENT SURVEY

The student survey is essential to the implementation of the placement services in order to determine student interests and employment needs. This survey identifies those students interested in employment and those who plan to continue their education beyond high school and those students unavailable for employment. The placement coordinator can help the student clarify and determine some immediate goals and select alternative approaches to reaching these goals.

From the survey, the coordinator can summarize and code such items as:

— Range and degree of student skills

— Students available for full-time or part-time employment

— Ages of students desiring work

— Job interests of the students

— Vocational training areas of the student

The best time to conduct the survey is when it is most beneficial to the program completion, generally before the end of the year. The Interest Placement Survey (Form 8) is a simple student survey form.

STUDENT INTEREST PLACEMENT SURVEY

STUDENT _____ S.S. No. _____ GRADE _____

ADDRESS _____ TELEPHONE NO. _____

_____ WEIGHT _____ HEIGHT _____

AGE _____ DATE OF BIRTH: month _____ day _____ year _____

VOCATIONAL PROGRAMS COMPLETED OR BEING COMPLETED

Agribusiness	_____	Occupational Home Economics	_____
Business & Office	_____	Trade & Industrial Ed.	_____
Marketing/Distributive Ed.	_____	Industrial Arts	_____
Health Occupations	_____	Consumer & Homemaking	_____

Other _____

What are your plans after leaving high school?

Full-Time Employment _____ Part-Time Employment _____

What Kind: FIRST CHOICE _____

SECOND CHOICE _____

_____ Get further vocational training. Where? _____

_____ Attend college. Where? _____

_____ Join military service (branch) _____

_____ Other (marriage, etc.) _____

WHAT ARE YOU PLANNING FOR YOUR LIFE WORK? _____

In what extra-curricular activities have you taken part? _____

_____

What special interest or hobbies do you have? _____

Have you been previously employed? _____ List firm(s) and approximate dates of employment: (Indicate full- or part-time employment)

_____

_____

_____

Are you presently employed? _____ With what firm? _____

What is your job? _____

Form 8

Are you interested in job placement assistance? Yes _____ No _____

List the vocational instructors teaching you now:

_____

_____

_____

_____

Do you have a driver's license? _____

Do you have access to transportation? _____

_____

Student's Signature

RETURN FORM TO:

BUSINESS COMMUNITY SURVEYS

The main objective of the business community survey is to locate and list possible employment opportunities. The survey should show the kinds of businesses, industries, trades, and occupations that have developed in the community.

The community survey should be both a continuous and an annual affair. It can be accomplished through either formal or informal procedures.

When the school staff is conducting the survey, the community should be notified through the television and news media that this survey is going on and request cooperation from the business community in completing it. The placement coordinator may want to make as many personal contacts with the employers as possible to begin building a working relationship with the business community. The advisory committee can also be of assistance in informing the community about the placement services and the purpose of the survey.

The survey may be conducted through direct mailing or personal contact. If the survey is mailed, a cover letter from the school superintendent or the placement coordinator or together with the employer survey form is sent to prospective employers. (Form 9 and Form 10) A checklist for planning and conducting a survey is included to provide assistance in completing the community survey.

SAMPLE COVER LETTER FOR EMPLOYER SURVEY FORM

_____
(Date)

_____ Inside Address _____

_____

_____

_____

Dear _____:

The _____ (School System) _____ has a student placement service. This is to assist students with employment after high school training and for those students to have more information about continuing their education.

For many years we have recognized the need for a systematic placement service for students desiring full-time, part-time and/or temporary employment after graduation. This service will provide qualified trained applicants for your employ.

Your cooperation in determining the employment needs of the business community is appreciated. Please complete the enclosed survey form and return it to the above address.

Sincerely yours,

_____
Superintendent of Schools

_____
Placement Coordinator

Form 9

EMPLOYER SURVEY AND RETURN MAILER FORM

Date _____

NAME _____ POSITION _____

BUSINESS _____ TELEPHONE NO. _____

ADDRESS _____ CITY _____ ZIP _____

TYPE BUSINESS _____ NUMBER OF EMPLOYEES _____

CONTACT PERSON _____ TITLE _____

Please check the type employee you would consider:

_____ Graduating Senior

_____ Apprentice Program

_____ Part-Time Student Help _____ Before Graduation

_____ Summer Help _____ After Graduation

_____ Unemployed Adult

List job titles or describe special qualifications or skills desired:

1. _____

2. _____

3. _____

4. _____

Approximate Hours _____ Approximate Wages _____

Date(s) Needed _____

Is Public Transportation Available? _____

May I come and Talk With You About The Placement Program?

Yes _____ Date _____ Time _____

No _____

Comments: _____

_____

Thank you

(Please fold and staple)

Form 10

FORMS AND PROCEDURES

In addition to the follow-up and evaluation phase of maintaining the program, numerous year-end activities occur that need to be completed before concluding the school year. A Checklist (Page 39) has been developed to assist the placement coordinator in identifying year-end activities.

Additional forms may need to be developed based on unique local needs. A summary of Placement Activities (Form 11) is included as a possible format for the development of reports to interested participants of the placement program, such as students, teachers, school administrators, advisory committee members, business persons and the community. A summary of placement activities may be made monthly, quarterly, yearly, and in whatever fashion best fits the needs of the local school structure and community.

In the job of maintaining the program, the forms and procedures presented in this chapter need to be subjected to local placement program needs. A proliferation of forms and procedures should be avoided; however, a basic core of forms, such as those presented, can facilitate the functioning of the placement office.

CHECKLIST FOR PLANNING AND CONDUCTING A SURVEY

_____ ESTABLISH THE SPECIFIC OBJECTIVES OF SURVEY,

_____ IDENTIFY THE GROUP(S) TO BE SURVEYED,

_____ IDENTIFY THE GEOGRAPHICAL AREA OF THE SURVEY,

- ___ SCHOOL SYSTEM AREA
- ___ COMMUNITY
- ___ COUNTY
- ___ REGION
- ___ OTHER

_____ DETERMINE THE SURVEY AND FOLLOW—UP PROCEDURES:

- ___ MAILED SURVEY FORMS
- ___ PERSONAL INTERVIEWS
- ___ TELEPHONE INTERVIEWS
- ___ COMBINATION OF PROCEDURES

_____ ESTABLISH A TIME SCHEDULE FOR COMPLETING THE VARIOUS STAGES OF THE SURVEY.

- ___ DEVELOP THE SURVEY INSTRUMENT(S)
- ___ CONTACT PROSPECTIVE EMPLOYERS
- ___ RETURN OF RESPONSES
- ___ FOLLOW-UP (IF DESIRED)
- ___ TABULATE AND INTERPRET THE DATA
- ___ WRITE THE REPORT
- ___ SUBMIT TO ADVISORY CRAFT COMMITTEE
- ___ RELATE SURVEY RESULTS TO STUDENT JOB PLACEMENT NEEDS

_____ ASSIGN SPECIFIC RESPONSIBILITIES TO INDIVIDUALS OR GROUPS FOR:

- ___ DEVELOPING THE INSTRUMENT(S)
- ___ DEVELOPING THE LIST OF EMPLOYERS
- ___ PREPARING PUBLICITY ON SURVEY: NEWSPAPER, RADIO, T.V.
- ___ SPEAKING ASSIGNMENTS
- ___ MAILING SURVEY INSTRUMENT(S)
- ___ INTERVIEWING SURVEY (TELEPHONE OR PERSONAL)
- ___ TABULATING RESPONSES

Form 11

___ WRITING THE REPORT
___ SUBMITTING REPORT TO ADVISORY OR CRAFT COMMITTEE
___ RELATING SURVEY RESULTS TO STUDENT JOB PLACEMENT NEEDS

_____ CONDUCT THE ACTUAL SURVEY.

_____ CHECK TO MAKE SURE ALL RESPONSIBILITIES STATED ABOVE ARE CARRIED OUT,

_____ ARRANGE FOR COPIES OF SURVEY RESULTS TO BE DISTRIBUTED TO APPROPRIATE SCHOOL ADMINISTRATIVE PERSONNEL.

_____ IMPLEMENT ANY RECOMMENDATIONS FROM THE SURVEY REPORT.

_____ LIST ANY SUGGESTIONS OR CHANGES TO BE INCORPORATED INTO THE SURVEY PROCEDURES WHEN THE NEXT COMMUNITY SURVEY IS CONDUCTED.

ADDITIONAL LOCAL CONSIDERATIONS:

COMMENTS:

POCKET SURVEY

Company _____

Address _____

Type _____

Owner-Mgr. _____

Full-time Employees _____

Part-time Employees _____

Seasonal Employees _____

Hires H.S. Students? _____

Hires H.S. Graduates? _____

Comments:

Form

SAMPLE LETTER EMPLOYER
THANKS FOR COOPERATION

_____
(Date)

_____

_____

_____

_____

Dear _____(Prospective Employer)_____:

Thank you for your cooperation and assistance in the job placement community survey. Our students are qualified for employment and to become contributing citizens in our community.

If you have full- or part-time job openings please let us know, and we will try to provide you with qualified applicants. Please contact the Placement Office, telephone number _____.

Sincerely yours,

_____
Placement Coordinator

_____ High School

Form 13

END OF YEAR CHECKLIST

ACTIVITY	*UNDERWAY*	*COMPLETED*
1. Applicants for next year's enrollment interviewed, counseled, and notified.		
2. Occupational placement of this year's graduates confirmed.		
3. Student records up to date.		
4. Instructional and resource material returned to library, business, or other sources.		
5. Check for new business and industry to community to be surveyed.		
6. Organize instructional material, forms, publicity, etc., for next school year.		
7. Reports and other information on advisory committee up to date and on file.		
8. Evaluation reports on program completed and on file.		
9. Annual report prepared and disseminated to appropriate persons.		
10. Departmental records current and completed.		
11. Program of work, development and research activities, prepared for next year.		

Form 14

Procedures

DO NOT FILM THIS PAGE

CHAPTER IV
PROCEDURES

Effective placement requires certain functions, procedures, and a system of forms to expedite the process.

A student can expect to receive information and services from the placement office at key points throughout vocational training. Student placement contacts include:

A. An orientation to the placement service:

— On entering the vocational program

— Through publicity efforts of the placement office.

B. A vocational student survey completed to determine placement needs and interests: (See page 29, Student Interest Placement Survey, Form 8)

An annual survey may be conducted to determine student needs and to assure that the placement office remains alert to the student services.

C. Registration with the placement upon entry into the vocational program:

If a student desires to enter the vocational program during mid-term, the form used for the initial survey (Page 29, Form 8) may be used to register the student.

— Develop Student File

When the student registers with the placement office, begin an individual file. As the contacts with the placement office grow, the student's file should contain many of the following items:

- Student Interest Placement Survey (Form 9)
- Student Profile (Form 15)
- Student Resume or Data Sheet (Page 82)
- Permanent Address
- Picture
- Student Interview Reports (Form 19)
- Initial Employee

D. Arrangements for job interviews:

At this point in the placement procedure, the placement coordinator is matching student interests and skills to job requirements and attributes. As this requires a thorough under standing of the student, the placement coordinator needs to check with the vocational teacher for further information.

Care must be taken to recommend students for jobs they are qualified to fill; otherwise, the success of the program will be in jeopardy. If possible, two or three qualified applicants should be scheduled to interview for each job opening. This provides the employer with a choice of applicants and gives the students practice in interviewing.

— INTRODUCTION CARD (Form 18)

— Give each student sent on an interview an introduction card to give the prospective employer. The card gives the student the interview information and lets the employer know the source of the applicant.

— STUDENT INTERVIEW REPORT (Form 19)

The student will complete and return the interview report from the interview. This form should be filed in the student's folder as a record of the job interviews. If the student was hired, the information on the form will be useful in the initial follow-up.

— NOTICE TO VOCATIONAL TEACHER (Form 21)

Notify the vocational teacher that the student has been hired.

E. Obtain information on further education opportunities:

The placement office should maintain or have access to materials describing further educational opportunities. The counselor may also have information available for the students, or the school library may contain a section of educational opportunities.

The placement coordinator, however, needs to become familiar with the options open to vocational students. The local office of the Alabama State Employment Service has additional information on job training programs for dropouts, disadvantaged students, and handicapped students.

F. Receive supportive services:

A placement service cannot be considered successful if the students placed have not made a satisfactory adjustment to the working environment. Supportive services should be available to help students make this adjustment. For example, some students may need counseling to develop acceptable work habits.

In addition to the forms needed to facilitate the student service side of the placement office functioning, additional forms may be useful for the efficient handling of the job request and placements:

— JOB AVAILABILITY CARD (Form 16)

Listing of the job opening from the employer with job requirements.

— EMPLOYER THANK YOU LETTER—JOB OPENING (Form 17)

A thank you letter to the employer for informing you of a job opening.

— DAILY SUMMARY SHEET OF PLACEMENT ACTIVITIES (Form 22)

A summary sheet to record daily placement activities.

STUDENT PROFILE

NAME _____

SOCIAL SECURITY NO. _____ DATE _____

ADDRESS _____

ANY PHYSICAL DISABILITIES (SPECIFY) _____

TIMES ABSENT LAST YEAR _____ TIMES LATE LAST YEAR _____

HIGHEST GRADE LAST YEAR _____ IN (SUBJECT) _____

LOWEST GRADE LAST YEAR _____ IN (SUBJECT) _____

	GUIDANCE COUNSELOR RATING			VOCATIONAL TEACHER RATING		
	GOOD	FAIR	POOR	GOOD	FAIR	POOR
DEPENDABILITY						
SOCIABILITY						
COOPERATION						
SELF-CONTROL						
WORK-STUDY HABITS						
PERSONAL APPEARANCE						
VOCATIONAL SKILLS						
SPECIFIC SKILLS						

TEST RESULTS (FROM COUNSELOR)

PICTURE

ABILITY _____

PERSONALITY _____

GATB _____

OTHERS _____

Form 15

(SIDE 1)

Permanent _____

Temporary _____

JOB AVAILABILITY CARD

Part-time _____

Name of Firm _____ Date _____

Nature of Business _____ Phone _____

Address _____ Zip Code _____

Person Calling _____

Refer to _____

JOB DESCRIPTION

Title _____ Work Done _____

Number of Openings _____

Salary _____ Testing _____

*Age _____ Personal Qualifications _____

Education _____

Hours _____

(See other side)

FORM 16

(SIDE 2)

REFERRALS

NAME	AGE		DATE	NAME	AGE		DATE

PLACEMENTS

NAME	AGE		DATE START	SAL.

This 4x6 card, or one similar, can be used to record notices of jobs available as they come in from employers and to provide a permanent record of referrals to and placements with a company.

SAMPLE LETTER TO EMPLOYER
(THANK YOU LETTER)

_____
(Date)

_____

_____

_____

Dear _____:

Thank you for informing us of your recent job opening for a _____(job title)_____.
We appreciate the opportunity to place students in your employ.

If you have job openings in the future, we would appreciate the opportunity to be of service to you in filling those vacancies.

Sincerely yours,

Placement Coordinator

FORM 17

STUDENT INTRODUCTION CARD

Name _____ Date _____

Company _____ Address _____

Appointment time _____

This will introduce _____

from the placement service of the _____

high school, who is interviewing for a job of _____

_____.

_____

Placement Coordinator

FORM 18

STUDENT INTERVIEW REPORT

STUDENT'S NAME _____ DATE _____

NAME OF BUSINESS _____ ADDRESS _____

TYPE OF BUSINESS _____ INTERVIEWER'S NAME _____

INTERVIEWER'S POSITION _____

POSITION APPLYING FOR _____

REASON FOR APPLYING _____

DID YOU GET THE JOB _____ STARTING DATE _____

ESTIMATED WEEKLY HOURS OF WORK _____ STARTING SALARY _____

---

1. DO YOU HAVE A CALL-BACK DATE? _____ BEST TIME TO CALL BACK _____
2. WHAT WAS *EMPLOYER'S* REASON FOR NOT HIRING YOU TODAY _____

   _____
3. WHY DO *YOU* THINK YOU DIDN'T GET THE JOB TODAY? _____

   _____
4. TO WHAT QUESTIONS, OR INFORMATION ASKED, DID YOU HAVE DIFFICULTY IN RESPONDING? _____

   _____
5. DID YOU FEEL ADEQUATELY PREPARED FOR THIS INTERVIEW? _____
6. WHAT, IF ANYTHING, WILL YOU DO DIFFERENTLY ON YOUR NEXT JOB INTERVIEW? _____

   _____
7. DID YOU GO FOR THE INTERVIEW ALONE? _____
8. WHAT WAS *YOUR* IMPRESSION OF THE BUSINESS, BASED ON THE INTERVIEW?

   _____

   _____

   _____
9. WHAT WAS *YOUR* IMPRESSION OF THE INTERVIEWER, BASED ON THE INTERVIEW? _____

   _____

PLACEMENT FORM FOR PART-TIME WORK

Name _____ Address _____ Phone _____

Are you presently employed? _____

Name of Company _____ Name of Manager _____

Do you wish to keep the same employment next year? _____

What hours can you work?

Monday ..... From _____ To _____ Hours _____

Tuesday ..... From _____ To _____ Hours _____

Wednesday ..... From _____ To _____ Hours _____

Thursday ..... From _____ To _____ Hours _____

Friday ..... From _____ To _____ Hours _____

Saturday ..... From _____ To _____ Hours _____

Sunday ..... From _____ To _____ Hours _____

Do you want employment this summer: _____ Full-time _____ Part-time_____

If planning a vacation, give approximate dates _____ to _____

If different from above, phone number where you will be during the summer months. _____.

Completed vocational program

_____ Agribusiness

_____ Business & Office

_____ Marketing/Distributive Ed.

_____ Health

_____ Home Economics

_____ Trade & Industry

List your first three work choices:

_____

_____

_____

FORM 20

NOTICE TO VOCATIONAL TEACHER

OF STUDENT PLACEMENT

NOTICE TO VOCATIONAL TEACHER

To: Dr./Mrs./Miss Mr./Ms. _____

student _____ is

employed at _____ as
(Name of Company)

_____.
(Type of work)

Employment date _____

Employment hours _____

_____
(Placement Coordinator)

Form 21

62

DAILY SUMMARY SHEET OF PLACEMENT ACTIVITIES

_____, 19_____
(Month)

DATE	NEW JOB OPENINGS	STUDENTS SENT ON JOB INTERVIEWS	JOB PLACEMENT	FOLLOW-UPS		CONFERENCES	PUBLICITY (SPECIFY)	OTHER	ADVANCED EDUCATION ASSISTANCE
				EMPLOYEES	EMPLOYER				

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FORM 22

Student Preparation

DO NOT TRIM THIS PAGE

CHAPTER V

STUDENT PREPARATION

Pre-employment preparation for the vocational student is an essential component of the vocational program. Without this preparation, even the simple process of filling out an application form can be an anxious and frustrating experience for the student. An unprepared student, not knowing where and how to begin, may be confused by such a complicated-looking form.

Pre-employment education is designed to provide all vocational students with a working knowledge of the necessary skills in the employment process. The skilled vocational student should be a confident job seeker!

Vocational teachers and placement coordinators may use these materials to develop their own pre-employment program. The materials may be used on a group or individual basis. Some alternative approaches the placement coordinator, vocational counselor or vocational teacher may consider include:

— Conducting a pre-employment clinic.

— Giving pre-employment classroom instruction.

— Using the separate units to give individual help to an early program leaver.

Each school system will identify the combination of approaches which work best in their school. Local factors to be considered:

— The drop-out rate

— The time of year the greatest drop-out occurs

— The number of vocational students who find jobs in the local area

— The employment procedures used by the local community

The pre-employment materials in this chapter have been designed to cover the basic elements of seeking employment. By reading, studying, and working through the examples provided, the vocational student planning for employment upon leaving high school will know the employment process and be able to apply knowledge in getting and retaining a job suited to skills, abilities, and interests. The pre-employment chapter in this manual is divided into five units:

1. *Developing Student Awareness:* The student is encouraged to examine interests, abilities, and skills. The student should know that there may be a need to make alternative choices in finding the job that best suits him/her.

2. *Looking for a Job:* The fundamentals of determining job availability are covered. Determining job satisfaction among several jobs is also covered.

   A social security section is presented. A supply of social security applications for the student to use in applying for a social security number should be obtained.

3. *Getting the Job:* Basic components of obtaining a job are presented. The student develops a resume and is shown how it may be used in other related steps of the employment process. Job interviewing tips and employment test-taking pointers are covered.

4. *Keeping the Job:* The essentials of retaining the job are presented. The student is shown ways to upgrade on the job and to evaluate independently.

5. *Terminating a Job:* The correct way to terminate a job is discussed. How a former vocational student leaves the job may well affect success on the next job.

Today's labor market is competitive and demanding. The school that utilizes pre-employment preparation for vocational students helps eliminate much of the fear and failure of attaining employment. Vocational students who can function independently in the employment process are capable decision makers. The ultimate goal of pre-employment education is to produce a job seeker who is knowledgeable of the employment process, and who can function independently in that process.

All vocational courses include a content section on student placement preparation. The placement coordinator and vocational teachers must coordinate the instruction of this section to assure every vocational student the opportunity of training in these materials.

AN EFFECTIVE JOB HUNTING PLAN

EFFECTIVE JOB HUNTING IS MORE THAN JUST LOOKING FOR A JOB!

- If you have a definite job hunting plan, locating the ***right*** job is much easier!
- Effective job hunting involves ***getting*** the job that is right for you in terms of your interests, skills, and abilities!
- Knowing where to ***look*** for that job, how to ***get*** and ***keep*** the job, are all part of a purposeful, overall job plan!

LET'S LEARN THE STEPS TO EFFECTIVE JOB HUNTING . . .

JOB HUNTING PLAN

The following factors combine to make an effective job hunting plan. You will be studying each factor in detail. As you study, use this checklist to check off factors you feel you know enough about. If you need more information on a factor, *star* it and tell your teacher or counselor — they will give you further information and help.

1. DEVELOP YOUR AWARENESS:
   - _____ KNOW YOUR INTERESTS, ABILITIES, AND SKILLS
   - _____ BE AWARE OF YOUR OCCUPATIONAL OUTLOOK
2. KNOW THE KEY POINTS IN LOOKING FOR A JOB:
   - _____ HAVE A SOCIAL SECURITY CARD
   - _____ KNOW WHERE TO LOOK FOR A JOB
   - _____ KNOW HOW TO USE THE WANT ADS
   - _____ KNOW HOW TO USE EMPLOYMENT AGENCIES
   - _____ KNOW HOW TO WEIGH JOB FACTORS
3. KNOW THE KEY POINTS IN GETTING A JOB:
   - _____ HAVE A RESUME (PERSONAL DATA SHEET)
   - _____ KNOW HOW TO WRITE A LETTER OF APPLICATION
   - _____ KNOW HOW TO FILL OUT AN APPLICATION FORM
   - _____ KNOW HOW TO HANDLE A JOB INTERVIEW
   - _____ KNOW HOW TO HANDLE EMPLOYMENT TESTING
4. KNOW THE KEY POINTS TO KEEPING A JOB:
   - _____ KNOW HOW TO CONTRIBUTE TO THE FIRM
   - _____ KNOW WHAT MAKES GOOD WORKERS
   - _____ KNOW WHAT MAKES POOR WORKERS
   - _____ KNOW HOW TO SUCCEED ON THE JOB
   - _____ KNOW HOW TO EVALUATE YOURSELF
5. KNOW HOW TO TERMINATE A JOB.

Form 23

INTERESTS, ABILITIES, AND SKILLS

When one begins to look for a job, know your interests, abilities, and skills. If possible, find a job that matches these points. The following questions will help determine interests, abilities, and skills. Answer each question truthfully so that when you complete the form, there will be a TRUE picture of your interests, abilities and skills.

SELF INVENTORY OF INTERESTS, ABILITIES, AND SKILLS

EDUCATION

1. What school subjects are your best? Why? _____

   _____

2. What school subjects do you have trouble with? Why? _____

   _____

3. Which school subjects do you like? Why? _____

   _____

4. Which school subjects do you *not* like? Why? _____

   _____

5. What extra curricular school activities do you take part in? _____

   _____

6. What extra curricular school activities would you LIKE to take part in if you had a chance? Why? _____

   _____

Form 24

SELF INVENTORY OF INTERESTS ABILITIES, AND SKILLS (continued)

JOB EXPERIENCE

1. If you have worked before, which job did you like best? _____

2. What did you like best about this job? _____

3. What did you like least about the jobs you have held? _____

4. Did you work with other people? Did you enjoy it? _____

PERSONAL

1. What do you think are your most outstanding abilities, skills, or talents — the things you do well? _____

2. What do you think are your weak points or things you want to improve upon? (Include personal habits as well as physical activities and mental attitudes.) _____

3. Do you get along well with other people? Why? _____

4. How do you spend your free time? _____

Form 24

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SELF INVENTORY OF INTERESTS, ABILITIES, AND SKILLS
(continued)

5. What do you like to do best during your free time? Why? _____

_____

6. What *would* you like to do with your free time *if you had the chance*? _____

_____

7. Do you have any health problems that would keep you from working at the occupation you have chosen? _____

8. What personal satisfaction do you expect to get from a job? _____

_____

OCCUPATIONAL CHOICE

1. What is your occupational choice at this time _____

_____

2. How did you become interested in your occpational choice? _____

_____

3. What personal satisfaction do you expect to get from your occupational choice? _____

_____

4. What do you want to be doing *FIVE* years from now? What are your goals for the future?

_____

5. Would the occupation you have chosen help you to meet the goals you have set for yourself in the next five years? How? _____

_____

Form 24

SELF INVENTORY OF INTERESTS, ABILITIES, AND SKILLS
(continued)

6. List three jobs you would be most interested in doing for which you are already trained or which you can learn to do. List them in order of importance to you.

   A. Name of Job _____

   Why does this job interest you? _____

   _____

   B. Name of Job _____

   Why does this job interest you? _____

   _____

   C. Name of Job _____

   Why does this job interest you? _____

   _____

7. Which job listed above can you do best *at this time*? _____

   _____

   _____

Look over the form you have filled out to identify interests, abilities, and skills. You will want to look for a job that, as nearly as possible, matches these points.

It is important to be aware of what you *LIKE* to do and what you *CAN* do well. You will have a greater chance of succeeding on the job if you can find a job that matches your interests, abilities and skills!

Form 24

ASK YOURSELF:

> **Are you qualified for the job you *really*** want? Do you need more training and education?

— If you are qualified, look in the want ads (or other job leads, such as the state employment agency) for jobs that you are interested in doing and know you can do well.

— If you are unable to find job openings in something you really want to do, look for related jobs where you can still use your skills.

— If you have a special skill or training and cannot find a job, you will need to consider moving to a town where such jobs exist.

ASK YOURSELF:

> Would you be happier in ***another*** town doing a job for which you were trained?

OR Would you be happier staying at your present location doing a job which does not require the training and skill you have?

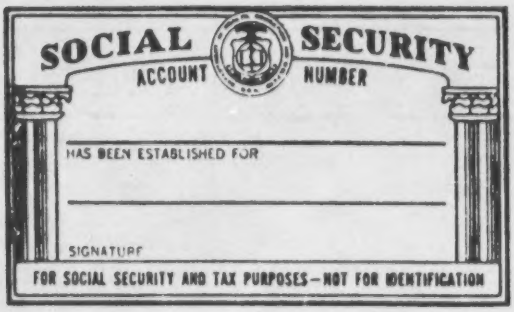
OR Would you be willing to retrain and develop new skills to stay at your present location?

SOCIAL SECURITY

Social security is the Nation's basic way of providing a continuing income when family earnings are reduced or stopped because of retirement, disability, or death.

If you are employed, your contribution is deducted from your wages every payday. Your employer matches the amount taken from your paycheck and sends both amounts to the Internal Revenue Service. If you are self-employed, you make your contributions when you fill out your income tax return.

Your wages are entered on your social security record throughout your working years. This record is used to figure your cash benefits when you are ready to draw social security. Every employee in an occupation covered by social security must have a social security card. This card contains your name and the account number to which your contributions will be recorded.



If you do not have a card, you may get an application from the nearest post office or social security office.

Be sure to take your social security card with you when you apply for a job.

FOUR BASIC BENEFITS OF SOCIAL SECURITY

1. *RETIREMENT CHECKS:*

   You can retire as early as 62 and begin drawing social security.

2. *DISABILITY CHECKS:*

   If you become disabled before 65, you can get disability checks if the disability is expected to last at least 12 months or is expected to result in your death.

3. *SURVIVOR'S CHECKS:*

   If the worker dies, survivor's checks can go to certain members of the worker's family. A lump sum is also paid when the worker dies, usually to the widow or widower.

4. *MEDICARE:*

   Medicare is hospital and medical insurance for persons 65 and over. Medicare is available to you if you are disabled for more than 24 months.

   Workers and dependents who need dialysis treatment or a kidney transplant because of chronic kidney infection may also receive medicare.

Further information about the benefits of social security can be obtained from the social security office. There are booklets available which describe these benefits in detail.

IMPORTANT POINTS TO REMEMBER ABOUT YOUR SOCIAL SECURITY CARD:

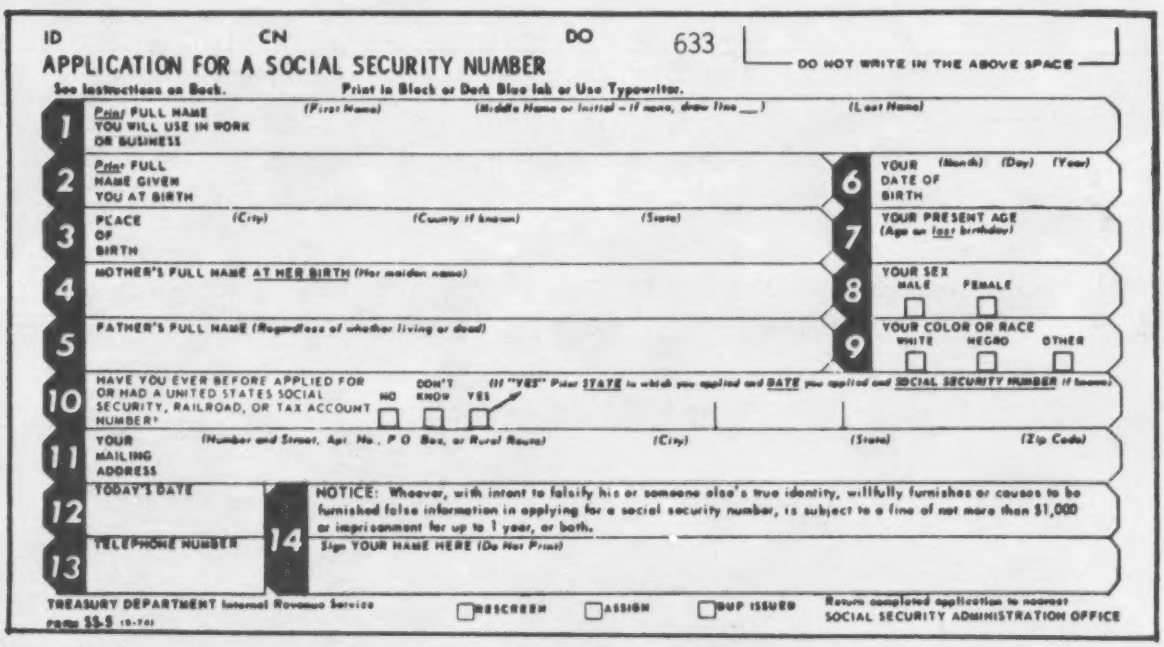
— You get *one* social security number during your lifetime. If you get more than one number, contact your social security office.

— If you lose your social security card, contact your social security office for a duplicate.

— If you change your name, contact the social security office to get a new card showing your new name.

SAMPLE APPLICATION FORM

Practice filling out the application for a social security number. The instructions that appear on the back of the application form are on the back of this page.



ID CN DO 633 DO NOT WRITE IN THE ABOVE SPACE

APPLICATION FOR A SOCIAL SECURITY NUMBER

See instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE FEMALE

9 YOUR COLOR OR RACE WHITE NEGRO OTHER

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO DON'T KNOW YES (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service Form SS-5 (5-74) RESCREEN ASSIGN DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Form 25

INSTRUCTIONS FOR COMPLETING SOCIAL SECURITY APPLICATION FORM

These instructions have been copied from the back of the social security application form. The numbered items below refer to the same numbered items on the sample application form you are to fill out.

If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1. Your social security card will be typed with the name you show in item 1.

3. If not born in the USA, enter the name of the country in which you were born.

5. If a stepfather, adopting father, or foster father is shown, include the relationship after name, for example, "John H. Jones, stepfather."

10. If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11. If you get your mail in the country, without a street address, show your R.D. Route and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14. Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example, "John Smith, father.")

LOCATING A JOB

You have to find an employer who is looking for someone to fill a vacancy. There are different sources of job leads to help you locate such a job.

— Vocational job placement office

— Vocational teachers

— School counselors

— Other school teachers or administrators

— Friends or relatives

— Business and industry personnel office

— State or local employment offices

— Private employment agencies

— Civil Service announcements

— Radio and TV announcements

— Newspaper want ads

— Trade magazines

— Former employers

— New company construction

Now that you know where you may find job leads, here are some suggestions for compiling your list of potential employers:

1. *Look first in your area of training:*

   You will be able to apply and use your interests, skills, and abilities better.

2. *List several possible employers:*

   You will have more confidence in locating a job when you know you have several potential employers.

3. *Remember, different jobs are available in the same firm:*

   A large department store, for example, not only needs sales clerks but also secretaries, electricians, carpenters, and laborers.

THE WANT ADS

The want ads, or classified ads, provide a quick, efficient source of job openings. Not only business people but state and federal employment offices, as well as, private employment agencies list job openings in the want ads.

HOW DO YOU LOCATE A JOB OPENING YOU ARE QUALIFIED FOR IN THE WANT ADS?

- Look under the general job titles: secretary, beauty operator, mechanic, sales person, plumber, etc.
    - Job openings are usually alphabetized according to common job titles.
- Study the want ad for the following points
    - skill, education, experience requirements
    - job duties
    - working conditions
    - limitations such as age, physical demands, a car.
- If you think you are qualified and you are interested in the job, follow the directions in the ad:
    - telephone a given number
    - apply in person
    - write a letter of application
    - send resume (don't send without a cover letter)

— Dress according to the job for which you are applying. Clean clothes are certainly appropriate.

— Listen carefully. Ask questions if you don't understand what the job involves.

— Thank the interviewer for his/her time. Find out whether you can expect a telephone call or if you should telephone for a reply.

POINTERS FOR ANSWERING THE WANT AD BY LETTER:

If you answer the want ad by letter, you will want to include the following points:

— How you found out about the job.

— State your education, training, and experience.

— Include a reference.

— Ask for an interview.

— Give your telephone number and address.

If you are asked to send a resume, you would write a letter to send with your resume which covered the points above BRIEFLY. Your main purpose in writing this letter is to get your prospective employer to WANT to read your resume.

If you are writing a letter of application WITHOUT a resume, you will want to give more details. You need to write enough about your education, training, and experience so that the employer knows you can handle the job.

Don't be *too* "windy" though. Two good paragraphs of six to seven sentences should be enough to tell about your education, job training, and experience. If it isn't you need to develop a resume!

A sample letter is given on page 68 as an example to follow in answering a want ad by letter.

SECRETARY
Good shorthand and typing required. 40hour week, excellent benefits, salary neg., free parking. Eastern Sect. Immed. opening. 833-1260.

SECRETARY Hoover area. 30 hr. per wk. Afternoons. Mature. Exper. 823-6663.

SECRETARY, immed. need. Sal. open to $600 mo. 796-3402. Qualified Pers. Consultants.

SECRETARY-LEGAL, Law firm downtown. Experience required. Typing & SH. Call Administrator. 323-8941.

SECRETARY
Medical Laboratory Associates has an immediate opening for a secretary of executive caliber. Must be experienced in dictaphone transcription and have typing speed in excess 55 wpm. This position requires an alert individual with a good performance record. Liberal benefits, good working conditions. Salary based on ability and experience. For further details, call 933-9221, ext. 12.

SECRETARIES & TYPISTS, needed for temporary assignments. Top pay, no fees. Call PART TIME TEMPORARY SERVICE 328-3511.

TRUCK DRIVER. Local and short haul. For appliance Distr. Responsible for driving and unloading. Apply in person, 9-11am, 1-4pm, 900 N. 24th St.

TRUCK DRIVER needed for 42 state operation, must have 2 years DOT and 1 year flat experience. call between 9 AM - 3 PM. 849-7563.

TRUCK DRIVERS
DEATON TRUCK LINES HAS AN IMMEDIATE NEED FOR EXPERIENCED OVER THE ROAD DRIVERS. NEW AIR COND TRACTORS. TOP PAY & SPECIAL BENEFITS. CALL PERSONNEL DIRECTOR 798-5555 (COLLECT). DEATON, INC. 317 AVE. W. B'HAM, ALA. AN EQUAL OPPORTUNITY EMPLOYER.

TRUCK DRIVERS, tractor trailer, need 2 for S. east, 1 double to run West, and 2 to run Ala. Reasonable fee. Driver Placement Service. 5504½ 1st Ave. N., 595-7224.

TRUCK DRIVER wanted to haul produce to the East Coast. Call 744-8749, 744-8544.

TRUCK INSPECTOR, Eagle Motor Lines Inc. has an opening for a qualified truck inspector who will comprehensively inspect both tractors & trailers. 5½ das. per wk, paid hospitalization & vacation. If you qualify call us in B'ham at 326-6671.

TYPIST, long and short term. Top hrly. rate, no fee. Manpower Inc., 108 N. 17th St., 322-7407.

TYPISTS-STENOS, Career opportunity with FBI in Washington D.C. Typists ($6744), Stenos ($7596). Applicants must undergo background investigation and pass qualifications test. 40 WPM for Typist, 80 WPM for Stenos. For information call 322-7711 wk days.

WAITERS-WAITRESS-CASHIER apply Ireland's Restaurant, 103- S. 20th St. after 2 PM. E O E.

WAITRESS, Breakfast & lunch. 6 days. Exp. only. Excellent tips & best station. Apply in person only, after 1pm. Steve Leonti's Smokehouse Restaurant. 3731 8th. Ave. N B'ham.

WAITRESSES, experienced. Apply in person, Hickory House BBQ, 1420 Forestdale Blvd., call 798-9923.

WAITRESSES, 11 am - 2 pm, or 5:30 pm to 10:30 pm, or just weekends. Apply in person Kings Catfish King, 3108 24th St. N., 1300 3rd Ave. N., from 9:30 to 10:30 am only.

WAITRESS will train, various hours open, good working conditions, apply at Holiday Inn Civic Center 2230-10th Ave. N. between 8 AM - 11 AM.

WAREHOUSEMAN & Truck helper. Powderly Feed & Hardware, Powderly, Al.

WAREHOUSE, Receiving; female or male; good pay & benefits, 8a.m.-5p.m. Mon.-Fri.; apply 2316 1st Ave. S.

WELDERS
NEED IMMEDIATELY
Work near Alabaster. Must pass AWS Certification test. Call Pat McPearson at 823-7081. Sat. only.

POINTERS FOR ANSWERING THE WANT ADS BY TELEPHONE

— Have a paper & pencil ready to jot down important detai's.

— Talk to the person stated in the ad if one is listed.

— Tell the person WHY you are calling.

— Answer any questions about your skills, education, & experience.

— Find out about the job: location, hours, duties, pay, etc.

— If both you and the prospective employer are interested, you will probably be asked to come in for an interview and to complete an application :

Be sure to get the —

— name & address of the firm

— name of person you are to see

— time & place you are to come

POINTERS FOR ANSWERING THE WANT AD IN PERSON

When you answer a want ad in person, the same rules apply as when you are going for a job interview. This IS your interview. Briefly:

— Be neat and clean.

— Be there on time.

— Go by yourself.

— Be polite and respectful.

— Have good posture and manners.

— Take a typed resume.

GARDENER, experienced in yard work to supervise yards for apt community. Must be self starter, sober, neat & have own transportation. Call 822-0170, 9am-6pm.

GARDENER-JANITOR, to live on property with all living expenses furnished. 5½ days/week. 786-6335

GENERAL OFFICE accurate typist & life bkkeeping 5 days, 8-4:30 call 591-0824.

GENERAL OFFICE, all clc. skills, good typing. Temp & perm. positions. Xtra Helpers, 879-2056

GENERAL OFFICE, Good phone voice & life typing will put you in a fascinating position to get ahead. Beautiful atmosphere, good benefits + raises. $450-$500 to start — Call Raye or Paula 836-8694 ROEBUCK-Snelling & Snelling Largest Pers. Agency in Eastern Sect.

GRILL HELP Experienced only. Hot Dog Stand. Crestline. $80 to $125. Apply 71 Church Street.

GUARDS

Permanent full time and part time employment in the B'ham, Bessemer, Irondale & Shelby County areas. All shifts with some overtime. All equipment furn. with excellent benefits. For interview, report to Security Engineers, Inc., 320 Woodward Bldg., 1st Ave & 20th St., B'ham

HAIR DRESSER, double your income, 2-way commission. University Hair Care Center, 328-6640

HARDWARE DEPT. MANAGER & part time waitress. Experienced. Apply Woolco, Weibel Dr. Fairfield. An equal opportunity employer.

HOUSE MOVER Experienced. 836-2775

INSTALLER needed. Apply at Midas Muffler Shop, 9900 Parkway East. No phone calls.

JANITOR for church. Will consider capable retired person. Call Mon. & Tues. 9-10 a.m. 785-2144.

KEY PUNCH OPERATOR
Immediate opening for part time key punch operator. Call for appointment
GOSLIN-BHAM, INC.
324-7511
AN EQUAL OPPORTUNITY EMPLOYER

KEY PUNCH OPERATOR position open for exper. operator with firm in Eastern area. Excl. benefits an equal opportunity employer. Apply Personnel office, United Chair Co. 114 Church Hill Ave. NW

LOG CLERK also familiar with maintenance files, prefer responsible settled lady, free Blue Cross Blue Shield, Major Medical Ins. family coverage. Salary $5,940 annually, apply Redwing Carrier, 2330 Balsam Ave. Powderly Station. Ask for Mr. Stewart

LPN OR RN needed Equal Opportunity Employer, Rose Manor Nursing Home 833-0146

MAID Full time for local apartment complex. For appointment, call 823-7841

MAID 5 days with car $70
COOK MAID with car 4 days $80
MAID (store) 5 days with car $84
WOOD EMPLOYMENT SERVICE
221 Massey Bldg. 323-7581

MAINTENANCE MAN, Experienced Apt. community needs all around experienced man for full time work. Must be self starter, sober, neat & have own transportation. Apt. furnished plus salary. Call 822-0170, 9am-6pm.

MAINTENANCE MAN, must be experienced. Good pay, excel. benefits, good job security. Hours 8-4:30 + overtime. Apply in person, C. E. Sawyers Industrial Fabricators, 3917 10th Ave. N., see James Nelson, Door No. 9.

MAINTENANCE MAN

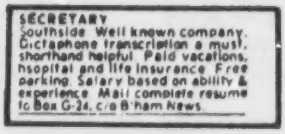
Must have some experience with 3 phase electrical work. Also should know how to weld & burn. 841-6708, Mr. McKay or apply 2020 Vanderbilt Rd. M. Kimerling & Sons.

NURSES, RN's and LPN's, full or part time for home health care service, Subsidiary of Upjohn Co., new in Bham. Good salary & benefits. Call between 8:30 - 4:30, M-F, 933-9412. An Equal Oppty. Empl. M/F

NURSE wanted in home for invalid child, 323-6053

SAMPLE LETTER

Here is a sample letter for a job in the want ads that asks you to apply by letter.


SECRETARY
Southside. Well known company. Dictaphone transcription a must; shorthand helpful. Paid vacations, hospital and life insurance. Free parking. Salary based on ability & experience. Mail complete resume to Box G-24, c/o B'ham News.

114 Casper Street
Birmingham, AL 35205
May 15, 198-

Box G-24
Birmingham News
Birmingham, AL 35203

Dear Sir:

Please accept my application for the job of secretary, which was advertised in Sunday's Birmingham News. A copy of my resume is enclosed.

I am a recent high school graduate. My course of study in high school was vocational business and office education, which includes training on the transcribing equipment in high school along with shorthand, typewriting, filing, and general office procedures.

Last summer, I worked as an assistant secretary in the office of Mr. Joseph Petty of the Kamtrax Corporation in Clinton. I transcribed, answered the telephone, typed speeches, and performed other general duties.

I feel that I am capable of doing the work that you described in the want ad and would like to have an opportunity to talk with you about the job. My telephone number is 843-4546.

Yours truly,

(Miss) Brenda Cate.

Enclosure.

Form 26

SOME CAUTIONS ABOUT WANT ADS

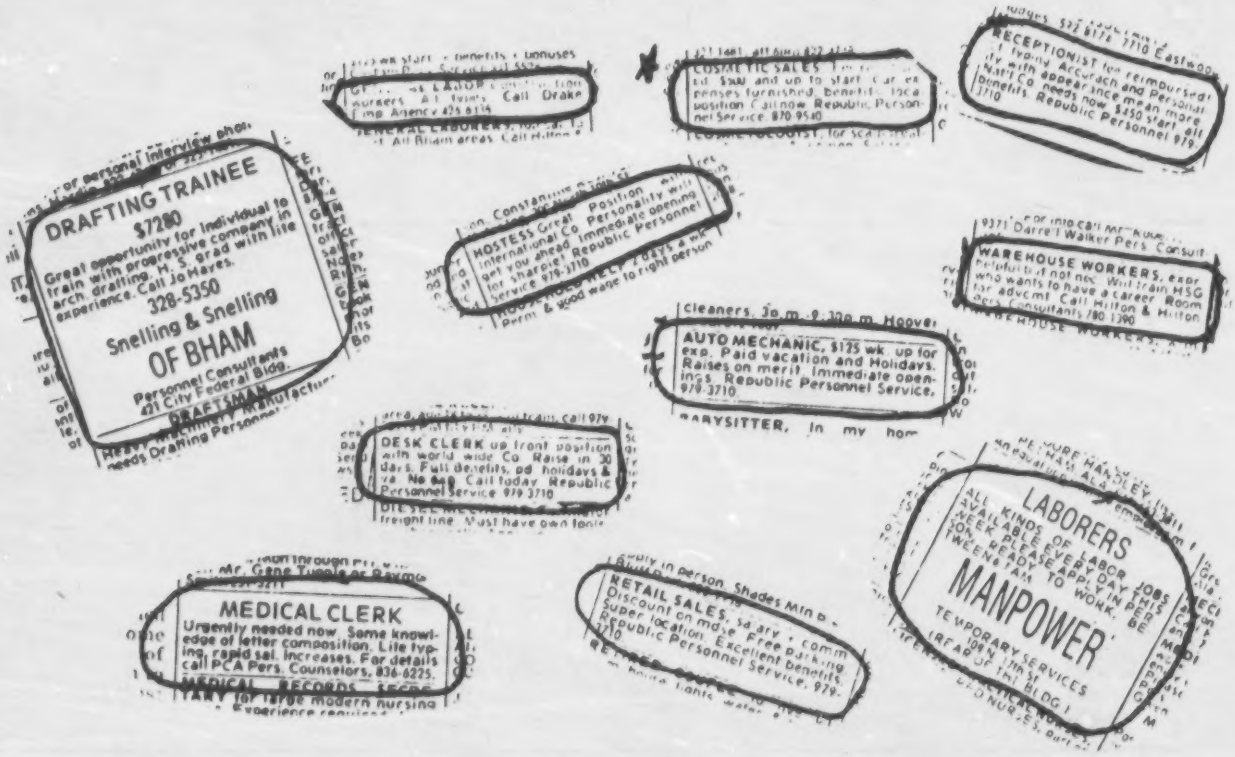
Want ads that list specific facts about the job, working conditions, salary, advancement, job duties, etc., usually offer more than a job which is listed as a glamour job with rapid advancement and the chance of making large earnings.

Be cautious of want ads such as this:

> Wanted: Young, dependable men & women. Can earn top salary if hard working. No experience necessary. We train you at our expense. Fringe benefits. Call 224-7381.

In this ad, your salary would probably be based on the number of sales you made door to door. The fringe benefits could be a sample of what you are selling. In this want ad, the employer isn't out anything. You probably would have to sell the product to make a commission or you would not make anything.

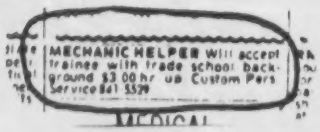
PRIVATE EMPLOYMENT AGENCIES


DRAFTING TRAINEE
$7280
Great opportunity for individual to train with progressive company in arch drafting. H. S. grad with lite experience. Call Jo Hayes.
328-5350
Snelling & Snelling
OF BHAM
Personnel Consultants
401 City Federal Bldg.
DRAFTSMAN
HOSTESS Great Position
DESK CLERK up front position
AUTO MECHANIC, $125 wk up for exp. Paid vacation and Holidays. Raises on merit. Immediate openings. Republic Personnel Service.
WAREHOUSE WORKERS, exp.
LABORERS
ALL KINDS OF LABOR JOBS
MANPOWER
TEMPORARY SERVICES
MEDICAL CLERK
Urgently needed now. Some knowledge of letter composition. Lite typing, rapid sal. increases. For details call PCA Pers. Counselors, 836-6225.
RETAIL SALES, salary + comm.
RECEPTIONIST for reimbursed

One of the most efficient ways of finding a job is by checking the want ads. Private employment agencies use this media to advertise job vacancies for which they are trying to find applicants.

Help Wanted
BEGINNER SEC'Y
$500 Fee Pd.
Nice young executive needs bright beginner to train in taking over his office! Will be out of town a lot & needs responsible, dependable you. Short hours, good raises + extras. Call Lori or Barbara 879-0541
HOMEWOOD
Snelling & Snelling
Largest Pers. Agency in S.E.
KEYPUNCH
ALL SHIFTS
Openings for keypunch operators for both day & night shifts. Hours are 8 a.m. - 4:30 p.m. or 4:30 p.m. - 1 a.m. MUST HAVE 1 YEAR OF ACTUAL KEYPUNCH EXPERI-ENCE. High rate - no fee. Please call or stop by any day this week.
MANPOWER
TEMPORARY SERVICES
TRUCK DRIVERS Need 2. Over rd. Good driving record. Call Drake Emp Agency 426-6336
SHEET METAL HELPER Exp not nec but will help. Salary depends on exp. Job in Center Pt. area. Dr. refl. Walker Pers. Consultants, 836-4781
SHEET METAL MECHANIC, with
ORDER CLERK
Fill orders, put up stock, time co
East Mtn $366 mo. Darrell Walker
Pers Consultants 879-4747

Business people will sometimes use a private employment agency to find applicants. instead of going to the business, go first to the employment agency.


MECHANIC HELPER Will accept trainee with trade school background $3.00 hr up Custom Pers Service 841 5529

The business person may decide to use a private employment agency because the agency can:

— screen applicants according to the qualifications the employer wants.

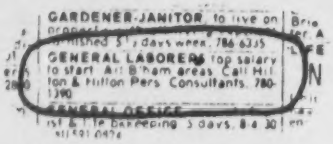
— have a large pool of applicants and will send the best available person for the job. The employer can have someone on the job in hours.

— relieve the employer of many details: finding applicants, placing a want ad, checking references, etc.

— handle the testing for which the employer may not be prepared to do.

— provide interview rooms or booths for the employer to use to interview prospective employees without interruption of the business.

— help reduce the cost of advertising and recruiting of employees.


GARDENER-JANITOR to live on

GENERAL LABORERS top salary to start. All Birmingham areas. Call Hilton & Hilton Pers Consultants. 780-1390

The private employment agency charges a fee if you get the job to which they referred you. The fee depends on the agency. Usually, the higher salary you make, the higher the fee. *You* are required to pay this fee unless your employer pays it for you. If the employer is going to pay the fee, it will usually be stated in the want ad.

WARNING: FIND OUT THE AGENCY FEES SCALE. READ THE *FINE PRINT* ON ANYTHING YOU ARE ASKED TO FILL OUT OR SIGN!

WHAT DO YOU DO WHEN A WANT AD SHOWS THAT A JOB VACANCY IS BEING HANDLED BY AN EMPLOYMENT AGENCY?

— Read the ad carefully and ask yourself:

  — Does it sound like I would be interested in the job?

  — Do I meet the skill and education requirements?

- Is there anything that would keep me from being able to perform the job: need car, night hours, lift heavy objects, etc.

- Is the fee paid, reimbursed, or do I have to pay the fee? (If nothing is stated about the fee in the ad, *you* pay it!)

- If you are interested, telephone the agency to state your interest.

- The agency will invite you for an interview:

  - You will complete an application form, be interviewed, and perhaps be tested.

  - They can tell you whether you would be qualified for the job and if there are other jobs of interest to you.

- The agency will send you for a job interview:

  - You will probably be given a card which gives the name of the person you are to see, the name, address, and telephone number of the firm, your appointment time, and the job for which you are applying.

  - The agency will ask you to check with them after the interview. They need to know if you got the job or if they should keep looking for you.

SOME POINTS TO KEEP IN MIND WHEN YOU DEAL WITH A PRIVATE EMPLOYMENT AGENCY:

- Most private employment agencies are reputable, but you must be alert to those that are not!

- It is a good idea to contact your Better Business Bureau before you do business with a private agency to check its business reputation.

- You do not have to pay a fee to the agency unless you get the job they sent you to interview for. If you pay a fee to the agency and lose your job in a few days or months for no apparent reason, contact your Better Business Bureau.

- Don't be pressured into a job by an overly aggressive interviewer at the employment agency. If you are offered the job by the employer, it is *your* decision to make. You do *not* have to pay the fee if you are offered the job but decide not to take it.

FIGURING THE FEE

The fee is usually based on a percentage of your monthly or yearly salary. Examples below show how fees may be charged:

MONTHLY

Monthly Salary	Fee Percent of Monthly Salary	Fee You Will Have to Pay the Agency
$560	25%	$140.00
$640	50%	$320.00
$750	60%	$450.00

YEARLY

Yearly Salary	Fee Percent of Yearly Salary	Fee You Will Have to Pay the Agency
$10,000	5%	$ 500.00
$12,000	7%	$ 840.00
$15,000	10%	$1500.00

When you are interviewed by an employer that the agency says pays the fee, check with the employer before accepting the job to confirm with the interviewer, who has agreed to pay this fee.

If *you* are to pay the fee, find out in advance how the agency expects you to pay: all at one time at the beginning of the job, within 30 days of starting the job, or on a time-payment basis.

ALABAMA STATE EMPLOYMENT SERVICE

An excellent source of job leads is your nearest state employment office. Your local employment office is well informed on jobs and job opportunities. The employment services this office performs for you are *FREE!*

SOME OF THE SERVICES AVAILABLE TO YOU INCLUDE —

— *HELP IN LOCATING A JOB:*

Many employers contact the Alabama State Employment Service to locate suitable employees. When the employment office sends you for an interview, a job opening exists.

— *EMPLOYMENT COUNSELING:*

The employment counselor at the State Employment Service can help you take stock of your interests, abilities, skills, and experience. The counselor knows the job requirements for different jobs and can help match your talents to those job requirements.

Form 27

— *EMPLOYMENT TESTING:*

Your skills can be tested and evaluated by the employment service. The test results will be discussed with you and will be recorded on your record. When a job becomes available that matches your skills, you will be considered for it. Additional tests of appitude and abilities are available to be given.

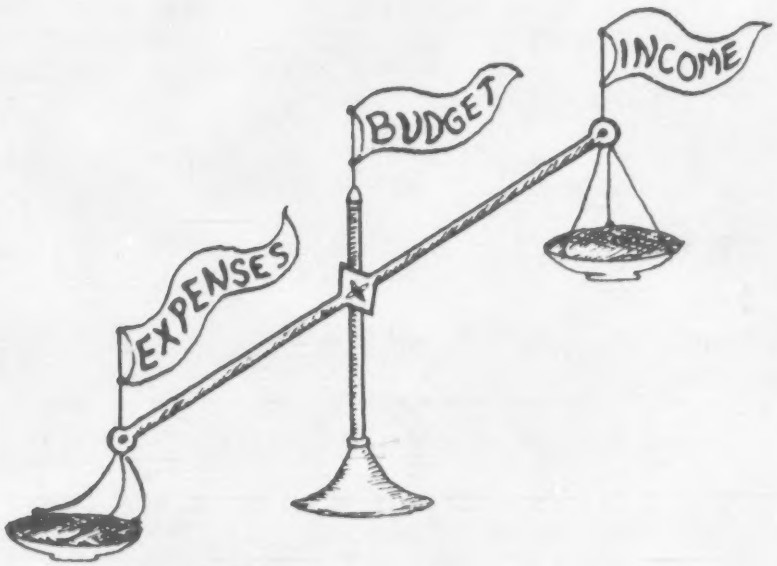
— *INFORMATION ABOUT FURTHER EDUCATIONAL OPPORTUNITIES.*

If you are between 16 and 21, have dropped out of school or are unable to benefit from regular school attendance, and need vocational training to get a decent job, you may qualify for the Job Corp. The Job Corp provides living quarters and spending money while you receive training and education. Contact your nearest State Employment Service office for further information and screening. The employment service knows of other training programs available to you in your locale for which you may qualify!

REMEMBER:

THE SERVICES PROVIDED BY THE STATE EMPLOYMENT SERVICE ARE FREE!

WEIGHING JOB FACTORS: PAY, BENEFITS, INTANGIBLES



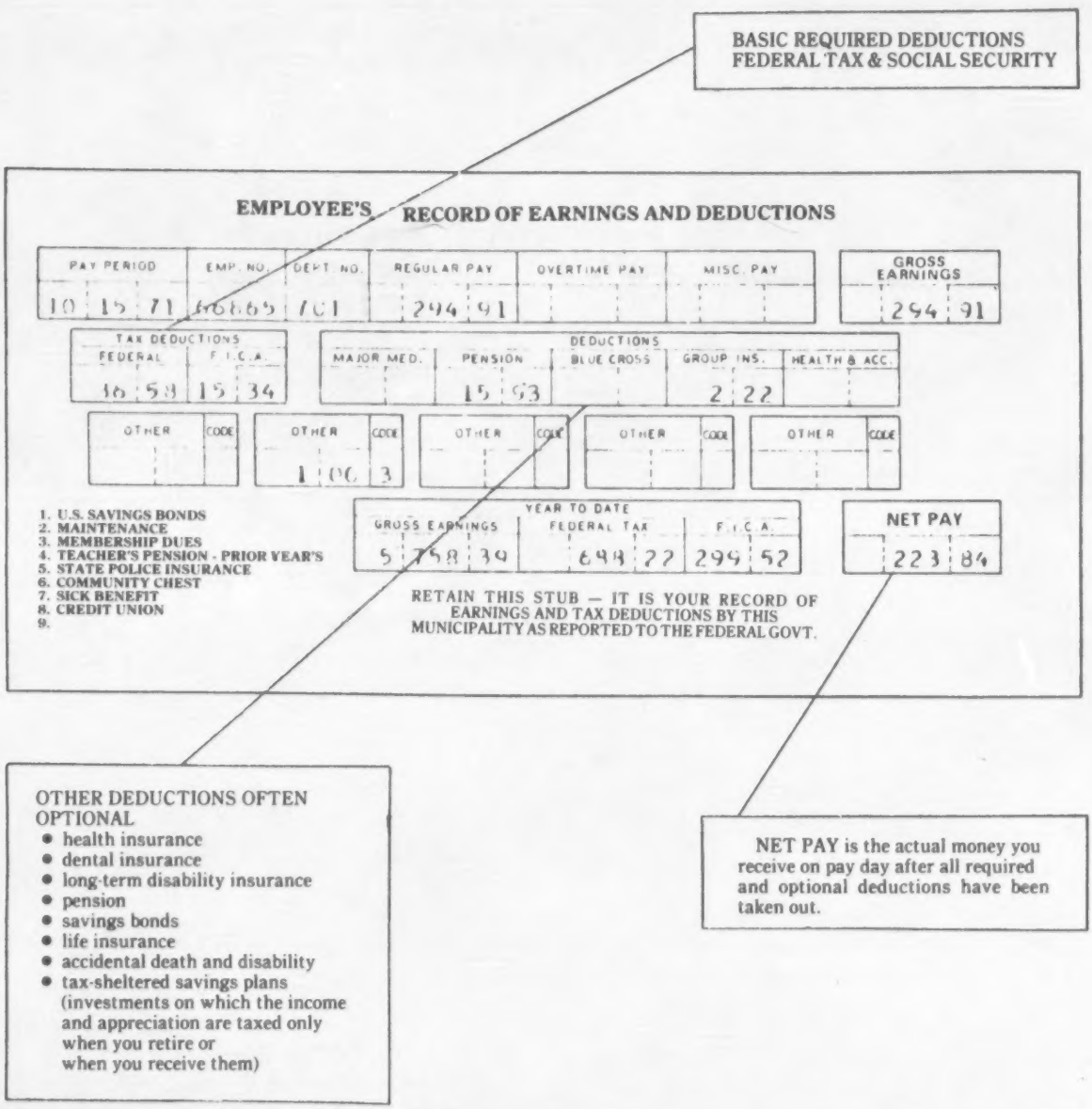
When you are offered a job or are changing jobs, there are many factors to weigh before taking the position. Some of these include:

- What is your take-home pay?
- What are the benefits which accompany the job?
- How much will it cost to actually be at work each day?
- Would the job be satisfying to you?
- How would the job meet your needs and aspirations?

WHAT'S MY TAKE HOME PAY?

Salaries and wages are often quoted by employers as gross earnings. Gross earnings are used because tax deductions vary due to the number of dependents, the amount of earnings, etc.

Optional benefits and deductions offered by an employer also differ. It is generally advisable to ask what programs are available for enrollment as these can affect the actual money you receive on pay day.



WHAT OTHER BENEFITS DO I GET FROM THIS JOB?

Some benefits associated with working are not always visible. Often some of these overlooked benefits are paid for in part by your employer. At the time of the interview or when considering a position ask about:

- Employer's contributions for your protection which may include:
  - Health Insurance
  - Savings Programs
  - Profit Sharing
  - Unemployment Compensation
  - Worker's Clothing and Safety Garments
  - Medical Facilities and Health Tests
  - Pensions
  - Travel Insurance (covering mishaps when traveling on business)
  - Education Programs or Reimbursement for courses related to job
- Sick leave with pay
- Paid vacations and holidays
- Discount Privileges such as discounts on merchandise or services related to the job

WHAT WILL IT COST TO WORK AT THIS JOB?

Frequently we often overlook the costs which are associated with being employed. It may be of value to calculate estimated weekly expenses before you make a decision about a job.

Estimate weekly expenses for:

Transportation $_____

Lunches (or cost of food eaten away from home including soft drinks and coffee) $_____

Clothing (including cleaning) $_____

Child Care (for working parent) $_____

Gifts for other employees $_____

Special materials, uniforms or equipment for the job. $_____

Other $_____

TOTAL $_____

WHAT'S IMPORTANT TO YOU IN A JOB?

Take home pay and benefits may be only part of what you want from a job. Think through what other things you consider important in a job.

What are some of the most rewarding things you've felt about any job you've ever done?

1. _____
2. _____
3. _____

How might you rate these in order of what's important to you?

_____ Job Security (little chance you'll be released from the job)

_____ Opportunity for advancement

_____ Recognition for your work

_____ Good wages

_____ Opportunity to learn and use your ideas.

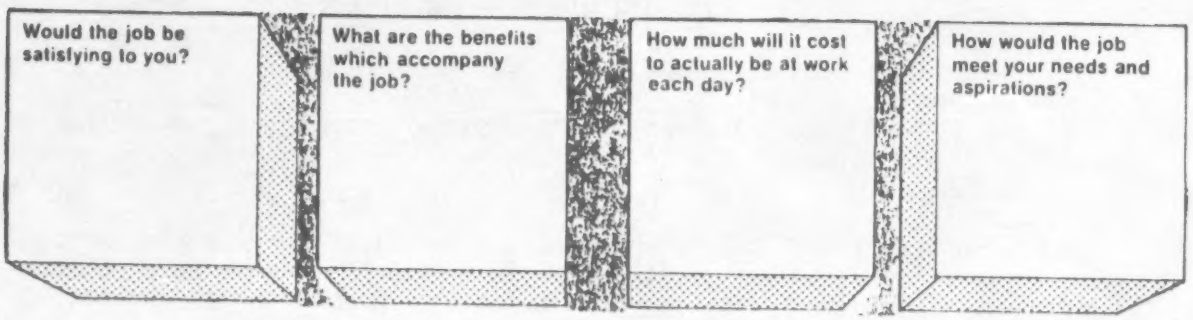
_____ Flexible hours and long vacations

_____ Pleasant working conditions

_____ Interesting work

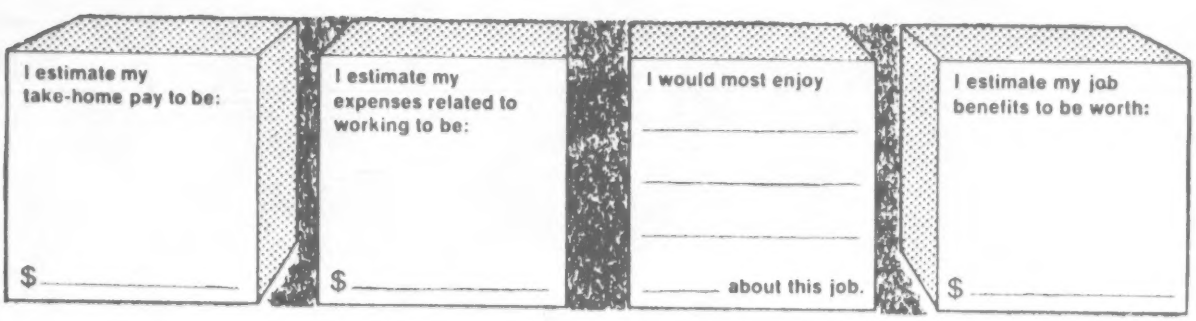
_____ Friendly co-workers

_____ Other, such as _____


Would the job be satisfying to you?
What are the benefits which accompany the job?
How much will it cost to actually be at work each day?
How would the job meet your needs and aspirations?

ARE YOU READY TO DECIDE?

(Now try to take all the information you've gathered and summarize it below to reach a decision whether you want the job or not.)


I estimate my take-home pay to be:
$
I estimate my expenses related to working to be:
$
I would most enjoy
about this job.
I estimate my job benefits to be worth:
$

Appreciation is expressed to J. C. Penney Company, Inc. for the use of their materials.

JOB ACQUIRING SKILLS

THE RESUME

The "Resume" or "Personal Data Sheet" is a written summary of your personal and job information. This information sheet also contains your educational preparation, special interests, and references.

Your personal data sheet will have information similar to that requested on many job application forms. Be sure to take your data sheet with you when filling out an application form. The information on your sheet can be copied onto the application blank and will help you submit a complete and accurate application.

SAMPLE RESUMES

John Richards

PERSONAL DATA SHEET

NAME: John R. Richards

ADDRESS: 1201 Senator Place, Cincinnati, O. (to June 5, 1981)

TELEPHONE: 1-304-500

HOME ADDRESS: 12 River Street, Portsmouth, O.

HOME TELEPHONE: 1-333-4832

AGE: 22 HEIGHT: 5'9" WEIGHT: 159

EDUCATION: Somewhere Technical College
Somewhere, Alabama
Certificate in Chemical Technology

Somewhere High School
Somewhere, Alabama
Class Rank: Upper Tenth
Graduated May 1978

I received two scholarships to the school of Chemistry, which paid part of my tuition expenses.

EXTRA-CURRICULAR ACTIVITIES:

Member of American Student Chemical Society
Independent Student Association

WORK EXPERIENCE:

1972-74 General Chemical Laboratories, 3455 Woodburn Avenue, Cincinnati, Ohio as a part of my cooperative education program. I have been working full-time, alternate six-week periods as a laboratory assistant.

Summer: Ajax Laboratory Supply Company
1961 — Promoted from shipping department after six months

REFERENCES:

Mr. Henry A. Neff
General Chemical Lab
1455 Woodburn Avenue
Cincinnati, O.

Mr. Walter J. Schapp
Ajax Lab. Supply Co.
Portsmouth, O.

Dr. John D. Ryan
Professor, School of Chemistry
University of Cincinnati,
Cincinnati, O.

Jane Doe

Jane Doe
1000 University Avenue
Tuscaloosa, Alabama
University 1-212-4296
(to June 5, 1982)

Home Address
3414 Nicollet Avenue
Hamilton, Alabama
Home 1-613-3699

PERSONAL DATA

Age: 21 Birthday: February 27, 1960
Height: 6' Weight: 143
Marital Status: Single
Health: Excellent

OCCUPATIONAL GOALS:

My goal is to obtain employment and promote the company through sales promotions, advancing with hard work to management positions.

EDUCATIONAL:

University of Alabama
Degree: Bachelor of Arts 1982
Major: Psychology
Minor: English Literature
Major Subjects:
Industrial Psychology, General Psychology,
English Literature, Economics, Business
Management and History
Grades: Good to excellent in major subjects, average to good in others.

EXTRA CURRICULAR ACTIVITIES:

Secretary, Alpha Pi Zeta, honorary social science fraternity
Member of Student Industrial Relations Society
Vice President and Social Chairperson of the ABC Social Club
Swimming Team

WORK EXPERIENCE

Summer 1970 Gunderson Manufacturing Company
1203 Ryan Avenue
St. Paul, Minnesota
Payroll Clerk

Summer 1972 Wearever Aluminum Company
Hamilton, Alabama
Door-to-door Salesperson

Summer 1973 Lifeguard, Camp Chippewe
Tuscaloosa, Alabama

DEVELOPING YOUR PERSONAL

DATA SHEET

A form has been provided for you to develop your own personal data sheet. Once this form has been completed, you are ready to type or neatly print this information in the format shown in the samples.

When you prepare your resume, remember:

— *Be neat!* Careless erasures and misspelled words are not acceptable.

— *Be accurate!* The information you give should be correct and complete.

— *Use good quality white paper!*

— *Make a carbon copy!* This will save you time in rewriting the resume.

— *Keep an extra copy, neatly folded, in your billfold!*

— *Be sure it is typed!*

REMEMBER: YOUR DATA SHEET REPRESENTS YOU!

PERSONAL DATA SHEET

NAME _____
Last First Middle

ADDRESS _____
No. Street City State Zip

PHONE NO. _____ SOCIAL SECURITY NO. _____ AGE _____

HEIGHT _____ WEIGHT _____ DATE OF BIRTH _____
(Month/Day/Year)

HEALTH _____ MARITAL STATUS _____ DEPENDENTS _____

POSITION DESIRED _____

EDUCATION

HIGH SCHOOL:
NAME _____ GRADE COMPLETED _____
ADDRESS _____ GRADUATED _____
(Date)

ADDITIONAL VOCATIONAL TRAINING:
SCHOOL _____ WEEKS COMPLETED _____
ADDRESS _____ COURSE COMPLETED _____
(Date)

EXTRA-CURRICULAR ACTIVITIES AND SPECIAL INTERESTS:
_____

WORK EXPERIENCE
(List most recent first)

EMPLOYER'S NAME _____ DATE OF EMPLOYMENT _____
(From/To)
ADDRESS _____
JOB OR DUTIES PERFORMED _____
SALARY _____ REASON FOR TERMINATING _____

EMPLOYER'S NAME _____ DATE OF EMPLOYMENT _____
(From/To)
ADDRESS _____
JOB OR DUTIES PERFORMED _____
SALARY _____ REASON FOR TERMINATING _____

EMPLOYER'S NAME _____ DATE OF EMPLOYMENT _____
(From/To)
ADDRESS _____
JOB OR DUTIES PERFORMED _____
SALARY _____ REASON FOR TERMINATING _____

REFERENCES
(Other than relatives)

NAME _____ NAME _____
ADDRESS _____ ADDRESS _____
OCCUPATION _____ OCCUPATION _____
TELEPHONE _____ TELEPHONE _____

LETTER OF APPLICATION

If you apply for a job by letter, be sure it represents you in the most favorable way. As the purpose of the letter of application is to get you an interview, the application letter is your chance to SELL yourself and have your prospective employer grant you that interview.

There are some special instances when you use an application letter:

— If the want ad asks you to reply with a letter of application.

— If you live too far away for a screening interview.

— If you have heard about a job and want to follow up on the lead.

Some points to keep in mind when writing your letter of application

— Type your letter.

— Keep a copy of the letter and resume.

— Put enough postage on the letter.

— If possible, write to a name, not a position. If you write to a person, make sure the name is spelled correctly.

A letter of application may be in one of two forms:

1. A short cover letter with a resume enclosed, or
2. A longer letter in which you include the important points you want to emphasize.

Here is a basic outline you may follow in developing your letter of application

1. In the first paragraph, state the purpose of your letter — the job for which you are applying. Mention the source of your information about the vacancy and/or why you are applying.
2. In the second and third paragraphs, outline your qualifications: education, training, and work experience. If you use a resume, only highlight your qualifications and refer to the resume for the rest of the details.
3. In the above paragraphs if you do not use a resume, include a *reference*. Your prospective employer will have someone to contact if interested in you.
4. In the last paragraph, ask for an appointment for a personal interview.

AS A COURTESY, BE SURE TO ASK THE PEOPLE YOU LIST AS REFERENCES IF YOU MAY USE THEIR NAMES!

SAMPLE LETTER OF APPLICATION

(WITHOUT RESUME)

1301 Dean Street
Cambridge, Alabama 36438
April 30, 19__

Box 100A
Carrier Herald
Carrier, Alabama 36843

Dear Sir:

Please accept my application for the job of Automotive Mechanic, which was advertised in Saturday's Carrier Herald. My training and experience have prepared me to handle such a job.

My interests, abilities, and job experience are in auto mechanics. During high school, I have worked two summer vacations as a mechanic's helper in the employ of Mr. Dorsey of the Ready Repair Garage in Cambridge. The first summer employ involved general duties and performing jobs as the mechanics directed. The second summer was devoted to brake adjustment and repair, general power train maintenance, and assisting in engine overhaul.

Upon high school graduation this May, I will have completed a two-year automotive mechanics course. This last year I received further training in mechanics in electrical systems maintenance repair work, front end alignment, and more details of engine overhauling and carburization.

My training and education have prepared me to perform the quality of work required, and I would like to have the opportunity to come in and talk with you about the job. My telephone number is 827-8847.

Yours Truly,

Bob Smith

Form 29

SAMPLE LETTER OF APPLICATION
(WITH RESUME)

1301 Dean Street
Cambridge, Alabama 36438
April 30, 19__

Box 100A
Carrier Herald
Carrier, Alabama 36843

Dear Sir:

Please accept my application for the job of Automotive Mechanic, which was advertised in Saturday's Carrier Herald.

My training and experience have prepared me to handle such a job. To give you detailed information about my qualifications, I am enclosing a resume.

My interests, abilities, and job experience are all in mechanics. During high school, I have spent two summer vacations as a mechanic's helper in the employ of Mr. Dorsey of the Ready Repair Agency in Cambridge. Upon high school graduation this May, I will have completed a two-year automotive mechanics course.

My training and education have prepared me to perform the quality of work required, and I would like to have the opportunity to come in and talk with you about the job. My telephone number is 827-8847.

Yours truly,

Bob Smith

Enclosure

Form 30

APPLICATION FORMS

When you apply for a job, one of the first things you will be asked to do is fill out an application form. The application form provides the employer with information to get to know you better in a short period of time. It is often on this information that a decision is made to hire you!

Most application forms cover four areas.

1. Personal Data
2. Education & Training
3. Work Experience
4. References

PERSONAL DATA:

This section usually covers the following items:

— name
— date of birth
— nationality
— height & weight
— marital status (optional to list)
— health
— number of dependents
— date you can start work

EDUCATION AND TRAINING

Usually space is given for you to fill in the high school you attended and any additional schooling or training you have had.

OR

You may be asked to circle the highest grade you completed in school:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16+

ALSO

Some application forms leave a space for you to list any of your honors or special activities.

WORK EXPERIENCE:

You may be asked to fill in the following information on blanks or in squares:

— where you worked before
— how long you were on each job.
— what were your duties
— how much did you make (salary)
— why did you leave the job.

REFERENCES:

You will be asked to list three to four people who can recommend your work and your character — usually NOT relatives! You may want to include your vocational teacher, any summer employers, or part-time employment during school.

When you complete an application form, here are a few points for you to remember:

— Be neat.

— Answer all the questions carefully.

— Print, don't write. Most application forms request you to print your answers.

The information you are requested to give on the application form is similar to the information you prepared for your resume. If you have a resume prepared when you go to fill out an application form, you will save yourself some time.

Practice filling out the following application forms. If you do not have a resume prepared, take one of the practice forms with you. It will save you time and help you give complete and correct information when you fill out the application form.

JCPenney **Application for Employment**

An Equal Opportunity Employer M/F

Date of Application

Last Name | First Name or Initial | Middle Initial | Social Security No. — —

Street Address (Include City, State and Zip Code) | Telephone No. (Inc. Area Code) ( )

Are you at least 18 years of age? ☐ Yes ☐ No | Are you under 70 years of age? ☐ Yes ☐ No

If under 18 years of age, applicant will be required to submit a work certificate if required by the state

Have you ever been employed by Penneys or any of its subsidiaries? ☐ Yes ☐ No	If yes, note unit number and address	Termination Date	Why did you leave?

Position / general work area for which you are applying | Date you can start work

Type of employment you are seeking ☐ Full Time ☐ Part Time ☐ Temporary

If part time or temporary, note days, hours and length of time you desire employment

Describe any background experience, military service, education or training which you consider applicable to the position for which you are applying

Names and Locations of Schools Attended	Did you graduate? Yes	No
Grammar School		
High School		
Other (Name or Type)		

Federal law and a majority of state laws prohibit discrimination in employment because of sex, race, color, religion, age, handicap, and national origin. The 1978 amendments to the Age Discrimination in Employment Act of 1967 prohibit discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age. Of course, the company observes all valid state and local laws which have a higher age requirement.

JCP-6300-1 (Rev. 10/78) (front)

Work History

Dates Employed From Mo. / Yr.	Dates Employed To Mo. / Yr.	Company Name and Address (Start with last or present employer)	Nature of Work During Each Employment and Supervisor's Name	Earnings Start	Earnings Leaving	Reason For Leaving
/	/					
/	/					

If you are employed at present, why do you wish to change?

If currently employed, may we contact your employer for a reference at this time? ☐ Yes ☐ No

Do you have any physical or mental condition which may limit your ability to perform the job applied for or pose a potential risk to other employees? ☐ Yes ☐ No If yes, please explain:

Are you legally eligible to work in the United States? ☐ Yes ☐ No If you are not a citizen list: Type of Visa held Document No.

List relatives employed by Penneys | Name and address of person to contact in an emergency

Within the last 7 years, have you been convicted of a felony involving dishonesty, breach of trust, or one closely related to your future work here? ☐ Yes ☐ No

I understand that if I am employed, any misrepresentation or omission of material facts on this application is sufficient cause for dismissal. My continued employment will depend upon the successful performance of work assigned to me during a trial period of up to 90 days and upon the further need of my continued employment by the company. The company, in considering my application for employment, may verify the information set forth on this application and obtain additional information relating to my background. I authorize all persons, schools, companies, corporations, credit bureaus and law enforcement agencies to supply any information concerning my background.

Signature as shown on Social Security Card

JCP-6300-1 (Rev. 10/78) (back)

Courtesy of J. C. Penney Company, Inc.

Form 31

103

Form 3 - Rev. 1977

APPLICATION FOR EXAMINATION

RETURN TO
STATE PERSONNEL DEPARTMENT
MONTGOMERY, ALABAMA 36130

AN EQUAL OPPORTUNITY EMPLOYER

Date	Cert.	Res.	Ed.	Exp.	Other

INSTRUCTIONS:

A separate application is required for each examination. Social Security number and marital status are included on application to facilitate placement of successful applicants on State payroll and to aid in determining eligibility for veteran's preference. Failure to complete these portions of the application form will not result in your being disqualified from competition. **ALL BLANKS MUST BE FILLED IN WITH A TYPEWRITER OR INK.**

Rank	Class	Option	Ave. Gr.	Co.	City	V.P.	Ed.	Age	M.S.	S. & C.	Emp.	W. T. Date	W. T. Grade

DO NOT WRITE ABOVE THIS LINE

CERTIFICATE (Must be signed by applicant):
I certify that all statements on or attached to this application are true and correct to the best of my knowledge. I understand that any false statement may cause me to be refused the opportunity of examination or employment.

Signed _____ Date _____

Title of Examination _____

Name: Mr. ( ) Mrs. ( ) Miss ( ) _____
First Middle Last
(Type or print your name)

Address _____
House No. Street City State Zip Code

Legal Residence _____
City County State

Tel. No.: Home _____ Office _____ Social Security No. _____

Do you object to having your employer questioned about your work? _____

Date of Birth _____

Place of Birth _____
City County State

Sex _____ Race _____ Age _____

Height _____ ft. _____ in.; Weight _____ pounds

Marital Status: Single ( ); Married ( ); Divorced ( ); Widowed ( ).

Do you have any physical handicaps or health problems that would keep you from doing the kind of work for which you are making application? Yes _____ No _____

Have you ever been discharged or forced to resign from a position? Yes _____ No _____

Have you ever been convicted of a law violation other than a minor traffic violation? Yes _____ No _____

If answer is "Yes" give full particulars on a separate sheet.

EDUCATION: Elementary and High School: Circle the highest grade completed in school 1 2 3 4 5 6 7 8 9 10 11 12

Name of School / Address	From Mo.	From Yr.	To Mo.	To Yr.	Did you Graduate?	Degree and Date	Major
High School						XXXXXX	XXXXXX
Jr. College							
Col. or University							
Col. or University							
Bus. or Correspondence School							

If you attended college but did not graduate, how many semester hours credit do you have? _____

List professional certificate or license if applicable _____

List below courses included in your education which are particularly related to the duties of this position:

Subjects	Semester Hrs.	Subjects	Semester Hrs.

THIS SPACE TO BE FILLED OUT BY PERSONS CLAIMING VETERAN'S PREFERENCE

Are you a veteran? _____ Date inducted or enlisted _____ Date separated _____

Are you receiving compensation for a service connected disability? _____ If so, give your claim number _____

Are you the widow of a veteran? _____ If so, give the full name of your husband _____

Are you the wife of a disabled veteran? _____ If so, give name of your husband and explain, on another sheet, extent of disability. _____

Please Read: Persons honorably discharged from the Army, Navy, Air Force, Marine Corps, or Coast Guard are entitled to five points veteran's preference. The widow of such person who died in line of duty or the widow of a veteran who meets requirements of the preceding sentence, is entitled to ten points preference; a disabled veteran is entitled to ten points preference if he is eligible to receive compensation for a service connected disability; and the wife of a disabled veteran is entitled to ten points preference if the veteran cannot qualify himself because of his service connected disability.

BEFORE YOU CAN BE GIVEN PREFERENCE, YOU MUST SUBMIT DOCUMENTARY PROOF OF YOUR ELIGIBILITY.

Form 32

REFERENCES

List three reliable persons, not relatives or present employer, who know you well enough to give information about you.

Name	Address	Occupation

WORK HISTORY

Beginning with your PRESENT or most recent employment, list in REVERSE ORDER periods of employment. Each time you changed jobs or your title changed should be listed as a separate period. Give complete information, especially about the kind of work you did. Be sure to include and describe your military experience, if any. This section must be completed regardless of whether or not a resume' is attached.

1. Present or most recent period of employment:	Employment period	Salary per Year	Reason for Leaving
Employer:	From Month Year	Beginning $	
Address:	To Month Year		
City & State:	Total months	Last $	
Type of Business:			
Your Position:			

Duties: (Be Specific)

2. Next most recent period of employment:	Employment period	Salary per Year	Reason for Leaving
Employer:	From Month Year	Beginning $	
Address:	To Month Year		
City & State:	Total months	Last $	
Type of Business:			
Your Position:			

Duties: (Be Specific)

3. Next most recent period of employment:	Employment period	Salary per Year	Reason for Leaving
Employer:	From Month Year	Beginning $	
Address:	To Month Year		
City & State:	Total months	Last $	
Type of Business:			
Your Position:			

Duties: (Be Specific)

4. Next most recent period of employment:	Employment period	Salary per Year	Reason for Leaving
Employer:	From Month Year	Beginning $	
Address:	To Month Year		
City & State:	Total months	Last $	
Type of Business:			
Your Position:			

Duties: (Be Specific)

5. Next most recent period of employment:	Employment period	Salary per Year	Reason for Leaving
Employer:	From Month Year	Beginning $	
Address:	To Month Year		
City & State:	Total months	Last $	
Type of Business:			
Your Position:			

Duties: (Be Specific)

6. Show other experience by using additional sheets.

FORM 20072

UNIROYAL, Inc.

"An equal opportunity employer"

EMPLOYMENT APPLICATION

"Consistent with the requirements of various state and federal laws, it is the policy of UNIROYAL, Inc. not to discriminate because of age, sex, race, color, religion or national origin"

PLEASE PRINT (INK OR TYPEWRITER) DO NOT FILL IN SHADED AREAS.

USE LAST PAGE IF NECESSARY

PERSONAL

MISS (1) MRS. (2) MR. (3) DR (4) | FIRST NAME | M.I. | LAST NAME | MAIDEN NAME | SOCIAL SECURITY NO.

PERMANENT ADDRESS - NUMBER AND STREET

TEMPORARY ADDRESS - IF DIFFERENT FROM PERMANENT ADDRESS

CITY | STATE | CODE | ZIP CODE | COUNTRY (IF OTHER THAN U.S.A.) | NO. OF SHARES

PERMANENT TELEPHONE NUMBER | TEMPORARY TELEPHONE NUMBER

LANGUAGES USED FLUENTLY

FEDERAL, NEW YORK AND OTHER STATE LAWS AGAINST DISCRIMINATION PROHIBIT DISCRIMINATION BECAUSE OF AGE. BIRTH DATE MO. / DAY / YR. | DEPENDENTS: SPOUSE, CHILDREN, OTHER | CITIZEN OF U.S.A.? YES NO | HAVE YOU EVER BEEN CONVICTED OF A DISHONEST, FRAUDULENT, OR CRIMINAL ACT? YES NO

JOB INTEREST

TYPE OF WORK YOU ARE SEEKING 1. 2. 3. | MINIMUM SALARY REQUIREMENT:

HOW WERE YOU REFERRED TO US? | EARLIEST DATE AVAILABLE: | MAY WE CALL YOUR PRESENT EMPLOYER? | ARE YOU WILLING TO RELOCATE?

EDUCATIONAL BACKGROUND

TYPE SCHOOL	NAME - TOWN - STATE	DATE ENTERED MO. YR.	DATE LEFT MO. YR.	MAJOR	DID YOU GRAD.?	YEAR GRAD.	DEGREE	AVG. A-B-C	HONORS - CLASS OFFICES - SCHOLARSHIPS - EXTRA CURRICULAR ACTIVITIES
HIGH SCHOOL									
UNIVERSITY OR COLLEGE									
GRADUATE									
PROFESSIONAL CERTIFICATES OR LICENSES (i.e. CPA									

PREVIOUS EXPERIENCE
LIST LATEST JOB TO EARLIEST JOB

COMPANY NAME & ADDRESS	NATURE OF BUSINESS	DATE STARTED MO. YR.	DATE LEFT MO. YR.	LAST ANN. SALARY	REASON FOR LEAVING	SUPERVISOR'S NAME	DUTIES, RESPONSIBILITIES, SPECIAL SKILLS AND APTITUDES

MILITARY

BRANCH OF SERVICE	PERIOD OF ACTIVE DUTY MO. YR. MO. YR.	DRAFT STATUS	RESERVE STATUS	LAST RANK	SPECIALTY TRAINING

Form 33

OTHER INFORMATION

IF EVER EMPLOYED BY UNIROYAL, TELL WHEN & WHERE: _____

IF EVER APPLIED TO UNIROYAL, TELL WHEN & WHERE: _____

HAS ANY COMPANY EVER REFUSED TO ISSUE OR CARRY A BOND FOR YOU? YES ☐ NO ☐

PHYSICAL DEFECTS IF ANY: _____

TYPE OF PART-TIME WORK IN HIGH SCHOOL & COLLEGE: _____

PERCENT OF COLLEGE EXPENSES EARNED: _____

RECREATIONAL, HOBBY, AND OTHER INTERESTS: _____

Read The Following Statement Carefully:

If employed:

I will hold confidential both during and after my employment all manufacturing or trade secrets, as well as all business confidences, of my employer. Unless required by my employment, I will not copy any papers or other records of my employer, whether prepared by me or others, nor remove them from Company property.

I will disclose promptly in writing to my employer all improvements and inventions I may conceive or make during my employment which appear to be useful in its then or future business, and my employer will own them and patents on them in all countries. I will sign patent applications, assignments, and other papers, deliver evidence of origination and completion, and do other things, at my employer's expense, as it may require to establish and protect its rights of ownership, either during my employment or thereafter.

Information submitted hereon may be used in obtaining, at the company's expense, a satisfactory fidelity bond which is a condition of my employment. I agree to indemnify the Insurance Company against loss, liability, cost, damage, and expense it may sustain by reason of having executed said fidelity bond and the company is authorized to pay to it, to apply against said loss, the amount of money due or to become due to me. Said Insurance Company may cancel such fidelity bond at any time without disclosing its reasons therefor and without giving any information in connection therewith.

I certify that the information I have given on the Application for Employment is true and complete. The companies, schools and persons named above and the Insurance Company may give any information regarding me, and I hereby release them from all liability therefor. All statements contained in the application may be investigated and my giving any false information, or withholding any information, including that given at the time of my physical examination, may be cause for my discharge.
I have read and fully understand the above statements.

WITNESS: _____ DATE: _____ SIGNATURE: _____

DO NOT WRITE BELOW THIS LINE. FOR COMPANY USE ONLY

JOB TITLE | SALARY RANGE MIN / MID / MAX | PER CENT OF MIDPOINT | SALARY DISTRIBUTION LOCATION

LOCAL USE

TRANS. CODE	S. S. NO.	FUNCTION	POS.	GRADE	SALARY	EFFECTIVE DATE M.M.D.D.Y.Y.	DIV.	REP. UNIT	RES. ST.	FED. EXEMP.	STATE EXEMP.	BIRTH DATE M.M.D.D.Y.Y.	MAR.	SEX	M.	LAST NAME
A 0 0 1																

TRANS. CODE	S. S. NO.	PRIMARY EXPENSE CODE
S 0 3 3		- -

TRANS CODE	S. S. NO.	SECONDARY EXPENSE CODE
S 0 3 4		- -

TRANS. CODE	S. S. NO.	PAY
B 0 9 2		

TRANS. CODE	S. S. NO.	SAL. DIST. LOCATION	TRANSACTION DATE	TONGUE	NAT'L.	SEX	BACH. 1	YR.	SCHOOL 1	BACH. 2	YR.	SCHOOL 2	MST. 1	YR.	SCHOOL 3	MST. 2	YR.	SCHOOL 4	PHD.	YR.	SCHOOL 5	1 LANG.	2 LANG.	3 LANG.	4 LANG.	5 LANG.	SEQUENCE
0 0 2																										0 8

MAR.	SEX	M.T. SPEC.	EXPER. 1	YRS.	EXPER. 2	YRS.	EXPER. 3	YRS.	EXPER. 4	YRS.	EXPER. 5	YRS.	EXPER. 6	YRS.	EXPER. 7	YRS.	PHYSICAL LOCATION	SEQUENCE
																		0 9

REMARKS	RECOMMENDED DATE	RECOMMENDED DATE	APPROVED DATE

107

108

26

THE JOB INTERVIEW

The job interview is the climax of a successful job search. It is the opportunity to meet and talk to your prospective employer or the personnel director. There are no clean-cut rules for conducting yourself at the interview; however, there are some things you will want to remember:

PREPARING FOR THE INTERVIEW

YOUR APPEARANCE

1. *Look right!* Be clean and neat
   Make sure hands and nails are clean and your hair is combed.

   Boys: Be sure to shave and polish your shoes

   Girls: Avoid heavy perfume and make-up, bright fingernail polish.

2. *Dress right:* Be sure your clothes are neat, clean, and in good taste. Avoid fancy or far-out clothes for the interview.

ASSEMBLE YOUR INFORMATION:

Bring with you to the interview:

1. Pen with blue or black ink
2. Social Security card
3. Work records
4. Resume
5. Birth certificate or working papers if you are under 17.

THE INTERVIEW

1. *Be on time!* If you are late, your employer may think that you are not interested in the job or that you will often be late.

2. *Go by yourself!* Leave friends or relatives at home. They are not applying for the position.

3. During the interview:

   — *Be polite and respectful!* Don't call the interviewer "friend" or "buddy." Rather, use the interviewer's proper name: "Mr. _____", or "Miss _____"
   — *Have good posture!* Stand and sit straight.
   — *Don't smoke or chew gum!*
   — *Know the questions you want to ask!*
   — *Use correct English!*
   — *Pay attention to the interviewer!*
   — *Look at the interviewer!*

4. After the interview:

   — *Thank the interviewer for his/her time!*
   — *Find out what to do next!* Will the interviewer call you or should you call?

TEST TAKING POINTERS

Before hiring you, the employer may want to test your skills. The testing may be done individually when you come in for an interview. It may also be done on certain days of the week or whenever a large enough group of applicants has applied.

An employer's testing program may range from a simple five-minute typing test to a battery of tests covering physical coordination, interests, personality, aptitude and intelligence. usually, however, the tests are fairly simple — a way for the employer to check on the strength of your job skills.

You may not know before you go for the job interview that you will be tested. It's a good idea to be prepared to take tests at that time. Here are a few pointers on things you can do before the test to help you do your best:

BEFORE THE TEST:

- Get a good night's sleep.
- Eat a good breakfast, but don't eat *too* much. You'll get sleepy!
- Come prepared. Bring a pencil and pen with you.
- Plan to arrive a few minutes early. This way you will be sure to arrive relaxed and on time.

TAKING THE TEST:

- Listen carefully to oral instructions. If you don't understand, ask questions!
- Read written instructions carefully. Make sure you know what you are to do. If you don't understand, ask questions!
- Read the questions at least twice. Make sure you understand what the question asks of you.
- If you do not understand, or cannot answer a question, don't spend too much time on it, skip it and go to the next question. Don't skip too many questions as they usually get harder as you go along.
- Work rapidly. Go back over your answers if you have time. Be careful about changing your answers if you do go back over them. Often, your first answer is the right one!
- STOP when time is called.
- Do not copy or cheat. An employer won't hire you if it is known you cheated on the test.

If you have trouble taking tests, stop by your school counselor's office or the state employment office to have them give you samples of tests. They can further explain how to take and score better on employment tests.

JOB KEEPING SKILLS

KEEPING THE JOB

WHAT DO *YOU* HAVE TO OFFER YOUR EMPLOYER?

HOW DO *YOU* CONTRIBUTE TO THE FIRM?

WHERE DO *YOU* FIT IN?

THE EMPLOYER HIRES YOU TO MEET A SPECIFIC NEED OR VACANCY IN THE FIRM. AS SUCH, YOU HAVE A CONTRIBUTION YOU CAN MAKE:

— *YOU ADD TO THE PRODUCING POWER:*

The employee may work on an assembly line, sell merchandise to a customer, prepare food for consumption, type and process orders, replace a pump in a car, etc.

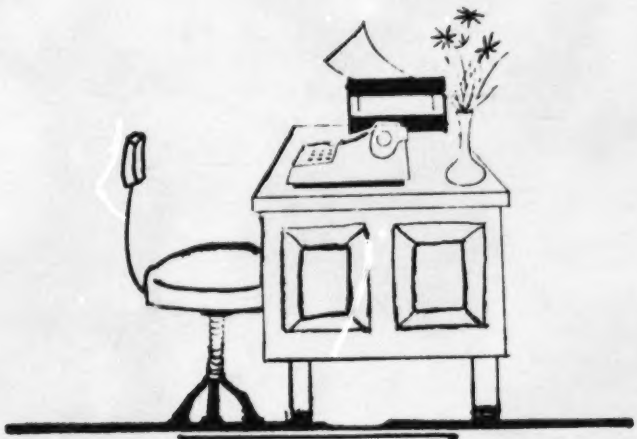
— *YOU FILL A SPECIFIC NEED:*

From the maintenance worker, file clerk, dispatcher, nurse's aide to the president of the company, each employee has specific duties and thus contributes uniquely to the firm.

— *YOU ARE PART OF A TEAM:*

In fulfilling your specific duties, you contribute to the overall activities of the firm. If you don't perform your duties satisfactorily, the entire firm suffers!

CHARACTERISTICS OF GOOD WORKERS



LOYAL

RELIABLE

EFFICIENT

DEPENDABLE

HAS GOOD SKILLS

TAKES INITIATIVE

STICKS TO THE TASK

CHEERFUL & HELPFUL

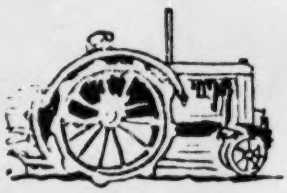
HOW TO SUCCEED ON THE JOB

Success on the job is a combination of ***knowing*** and ***doing*** your job. Some pointers to help make you a success on your job include:

1. *TAKE PRIDE IN YOUR WORK!*

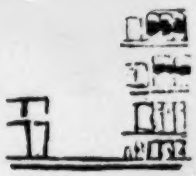
Learn to do your job fast and well. Get to be good at it. Work toward knowing you can perform your job better than anyone else. When your employer needs someone to fill a better job, you will probably be considered. If you have done a good job in the past, you may get promoted!

2. *PLAN YOUR WORK!*



Planning and organizing the work makes you more efficient and less likely to make costly mistakes.

3. *DO MORE THAN THE REQUIRED MINIMUM*



Do your share of the work and then some! Don't try to just "get by" on the job. Your employer notices the extra things you do and will remember it!

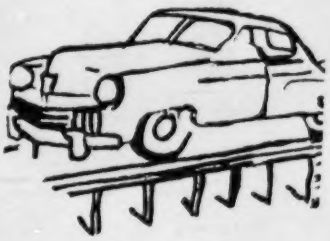
4. *DO ALL THE WORK THAT HAS TO BE DONE!*

Every job has parts to it that are no fun, but the work isn't done until every part is finished. A mechanic, for example, may hate to put away the tools and clean up. The job, though, is not finished until this is completed.

5. *LISTEN CAREFULLY TO DIRECTIONS AND INSTRUCTIONS!*

Do the job as it has been explained to you. Your employer has been on the job longer and has had more experience than you. Listen carefully! If you don't understand, ask questions!

6. *BE ABLE TO TAKE SUGGESTIONS AND CRITICISM*

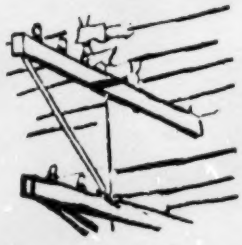


If your employer corrects your work or tells you that you are doing something wrong, listen. Be sure you understand the changes you need to make. Your boss wants you to succeed on the job and is trying to give you guidelines to make your work acceptable.

7. *WORK QUICKLY WITHOUT DISTURBING OTHERS!*

Each employee has a specific job to perform. Showing off, phone calls and conversations take time away from your job. When you disturb other workers, the business suffers!

8. *BE CAREFUL WITH COMPANY EQUIPMENT AND MATERIALS!*

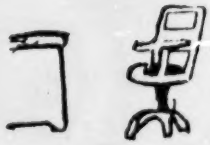


Employers expect you not to waste time and materials. Wasting materials unnecessarily is expensive for the company and can give you a bad work reputation. Be careful when using company equipment. If your employer has to replace expensive equipment through your carelessness, you may be looking for another job.!

9. *KNOW AND FOLLOW COMPANY RULES AND REGULATIONS!*

Companies have rules and regulations to facilitate their operation. Some firms have special dispatch schedules, safety rules, dress codes, etc. that employees are expected to comply with. All employers expect you to comply with such basic business rules as coming to and leaving from work on time and telephoning if you are unable to come to work.

10. BE POLITE AND GET ALONG CHEERFULLY WITH FELLOW WORKERS!



Your chances for succeeding on the job are greatly improved when you cooperate with your fellow workers. Even if someone is rude to you, don't lose your temper. Strive to be like those employees who are cooperative and willing to help!

CONTINUING SELF EVALUATION

Self evaluation can help you improve and better understand yourself. It is wise to check yourself periodically to make sure you have not fallen into undesirable routines. Use this checklist to help you pinpoint your strengths and weaknesses on the job.

How do your efforts on the job *NOW* compare to your efforts on the job when you were *FIRST* hired? Use the following scale to rate yourself:

1. I've really fallen behind.
2. Sometimes I slack up.
3. I give the same amount of effort.
4. Sometimes I try harder.
5. I constantly try to improve myself.

BE HONEST WITH YOURSELF!

SELF EVALUATION CHECKLIST

	1	2	3	4	5
1. Personal Appearance:					
Strive to make a good impression					
wear clean, neat, and appropriate clothes					
have well-groomed appearance					
2. Personal Work Habits:					
take pride in my work					
plan and organize my work					
do my share of work and then some					
finish all details of the job					

(continued on back)

FORM 35

SELF EVALUATION CHECKLIST
(continued)

	1	2	3	4	5
2. Personal Work Habits (continued):					
follow instructions and directions					
use suggestions and criticisms to improve work performance					
work quickly without disturbing others					
am careful with equipment and materials					
follow company rules and keep up to date on any changes					
limit personal phone calls					
come to and leave from work on time					
don't extend coffee/work breaks					
3. Personal Work Attitude:					
keep my skills current					
look for ways to improve job performance					
keep up to date professionally					
4. Relationships With Fellow Employees:					
am courteous and polite					
cooperate with other workers					
listen to work ideas and suggestions					
avoid criticizing or gossiping					

Now that you have checked yourself on these items, look back over the list and see how many 1, 2, and 3's you have. These are areas where you need to concentrate your efforts to improve your job performance. Check yourself again in a few weeks to see if you have improved!

Form 35

TERMINATING A JOB

WORKERS NORMALLY CHANGE JOBS SEVERAL TIMES DURING THEIR WORKING LIVES.

Some of the reasons workers change employment include:

- being fired from a job
- inability to perform job duties
- moving out of town
- a chance for a better job
- no advancement potential
- lack of work
- being replaced by a machine
- company's going out of business
- personality conflicts
- higher salaries and benefits

IF *YOU* INITIATE THE JOB CHANGE, GIVE YOUR EMPLOYER ADVANCE NOTICE OF YOUR TERMINATION.

Don't quit a job by telling your employer you won't be back to work the next day or by not showing up for work.

Your employer has invested time and money to make you a productive worker. The company relies on you to fill a necessary function in the company. If you are leaving, a replacement may need to be trained before you leave.

Your present employer may be contacted by your new, prospective employer to check on your job performance and work attitude. The comments and recommendations are often based on *how* you left the employment.

HOW DO YOU GIVE NOTICE TO YOUR EMPLOYER THAT YOU ARE LEAVING????? HOW DO YOU RESIGN A JOB?????

In some companies, it is necessary only to tell your employer that you are leaving. In other firms, a letter of resignation is expected.

Whether your resignation is given orally or is written, several points should be included:

EXACT DATE YOU WILL LEAVE:

In most firms, a two-week notice is expected. This provides time for your employer to find and train your replacement.

REASON YOU ARE LEAVING

If possible, be truthful with your employer. There are some circumstances where you will not be able to give the exact reason, such as an incompetent employer.

APPRECIATION FOR YOUR EMPLOYMENT

Express your appreciation for being hired and the opportunity to work in the firm. Acknowledge the experience and knowledge you have gained.

If your resignation is written, be sure it is neatly printed or typewritten on white paper. It should be put in an envelope with the proper person's name on it.

Deliver the letter in person, and if possible, stay while your employer reads it. Your employer may want to discuss getting a replacement for you as well as any special project you should finish before you leave.

SAMPLE RESIGNATION LETTER — Form 36

TO: Paul Smith

FROM: Sara Walter

DATE: August 15, 19__

SUBJECT: Resignation

This is to inform you of my resignation as dispatcher on the midnight shift effective Friday, August 31, 19__

My work at the Acme Company has been educational and I regret having to end my employment here. A chance to advance into management has been offered me through this new employment. With only limited advancement available at this time with Acme Company, I feel I must accept this offer.

The work experiences I have had at Acme have provided me with deep appreciation and knowledge and these will be of value to me in the future. I have enjoyed working at Acme, and I shall miss my association with the firm.

****

ONCE YOU GIVE YOUR NOTICE, DON'T SLACK UP ON YOUR DUTIES!!!!!

Make a conscious effort to put forth the same amount and quality of work as you did before you turned in your resignation. Your employer will appreciate your attitude, and you will feel more inclined to use this person as a reference in the future because —

YOU KNOW YOU DID A GOOD JOB RIGHT UP TO THE MINUTE YOU LEFT.

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Follow-up and Evaluation

DO NOT FILM THIS PAGE

CHAPTER VI

FOLLOW-UP AND EVALUATION

A. Placement Follow-Up

The follow-up provides educators with information to improve vocational programs and placement services to current and former students. Follow-up studies involve a systematic collection of data on former vocational students and their present employers. Former students who are employed supply the best information for determining the adequacy of placement services. A properly executed follow-up of the job placement may result in information about:

— Adequacy of student skill preparation.

— Skill training requirements of jobs.

— Job competency of former students now working.

— Student satisfaction with job and use of their vocational training.

— Student needs for further training and education.

— Evaluating the vocational and job placement services.

To achieve the utmost effectiveness of a systematic placement follow-up, the following follow-up schedule is suggested:

1. Initial Employee Follow-Up (Form 38)

   This follow-up is to the student who has been placed in a job. The follow-up should be made seven to thirty days after the initial employment. This follow-up serves as placement confirmation and a check on the adjustment of the student in the work environment.

2. Employer Evaluation (Form 39)

   The employer evaluation provides a check of the performance of the student as opportunity viewed by the employer. It gives the employer an opportunity for input into the job placement service and vocational programs.

3. A follow-up of the employee one year after initial job placement.

   The same follow-up form may be used as the initial 30-day confirmation follow-up (Form 38). Further feedback from the former student after an adequate amount of time on the job provides another opportunity to assess the workings of the vocational program and the job placement program.

B. State-Wide Vocational Student Follow-Up

The vocational teacher and the placement officer are key figures in the success of the state-wide vocational student follow-up. Vocational terminees should be alerted to the follow-up, and the follow-up form should be shown to vocational students and discussed with them. The percentage of survey returns is improved if the student knows the approximate time the survey will be conducted, the purpose of the survey, and the role of the student in improving vocational programs.

C. Evaluation of the Placement Program

Proceedures for evaluating the Placement Program should be determined at the very beginning of the program. Evaluation should be based upon these program objectives.

The evaluation of the placement service and the follow-up of students are closely related. The follow-up can provide the necessary data to continually improve the quality of the program services. Evaluation of the services, as to whether the services are meeting objectives, is facilitated through the objective data gathered in the employee follow-up.

Based upon local assessment of the Placement Service goals, the placement officer may be able to point out areas of needed improvement. The Advisory Committee can provide a source of suggestions for improvement of the services.

CHECKLIST FOR VOCATIONAL STUDENT FOLLOW-UP

THE FOLLOWING CHRONOLOGICAL LIST OF PROCEDURAL ACTIVITIES MAY ASSIST THE IMPLEMENTATION OF THE VOCATIONAL STUDENT FOLLOW-UP.

_____ Determine the information needed.

_____ Identify students to be followed up.

_____ Determine personnel and resources needed to complete follow-up.

_____ Call a meeting of vocational teachers and guidance personnel to plan data collecting instrument. (Sample forms 39 and 40 may assist.)*

_____ Develop the follow-up instrument (Do you want it coded for data processing?)

_____ Locate student addresses and develop a mailing list.

_____ Print instruments.

_____ Mail out instruments or personal contact.

_____ Identify changes of address as instruments are returned.

_____ Send reminders and follow-up instruments.

_____ Code information for data processing if desired.

_____ Analyze data and prepare written report.

_____ Disseminate report to teachers, administrators, school board, advisory council, guidance personnel, and other interested persons.

_____ Make appropriate program changes.

_____ Report changes in the outcomes of the study report.

*Refer to the Follow-Up Guidelines from Research Coordinating Unit, Alabama State Department of Education, Vocational Education Services.

Form 37

INITIAL EMPLOYEE FOLLOW-UP

All Answers Will Be Kept Strictly Confidential

Student's Name _____ SS#_____ Date_____

Home Address _____
(Street) (City) (State) (Zip)

1. How did you find your job?
   _____ 1. School placement program
   _____ 2. Teachers or school personnel
   _____ 3. Friends or relatives
   _____ 4. Own efforts
   _____ 5. Newspaper-radio-TV
   _____ 6. Other (Specify) _____

2. If the school placement program did not assist you — please indicate reason.
   _____ 1. Did not need it. Already had a job
   _____ 2. Did not need assistance from placement service
   _____ 3. Did not think the placement service would help
   _____ 4. Rather find a job on my own
   _____ 5. Placement service tried but could not find a job
   _____ 6. Other (Specify) _____

3. How soon after leaving school did you obtain employment?
   _____ 1. Already had a job
   _____ 2. 1 to 2 weeks
   _____ 3. 3 to 4 weeks
   _____ 4. 5 to 8 weeks
   _____ 5. 9 to 12 weeks
   _____ 6. Over 12 weeks

4. Is your job part-time (Less than 30 hours a week) yes _____ no _____ or full time (30 hours or more a week) yes _____ no_____

5. At this time, do you think your vocational training prepared you for your job? yes _____ no _____.

6. Would you recommend the vocational program you had to others? yes _____ no _____.

7. Which vocational training program did you take? 1. Ag. _____
   2. BOE _____ 3. DE _____ 4. Health _____
   5. Home Ec. _____ 6. T&I _____

8. Please indicate how you feel about your vocational training.
   _____ 1. Not adequate to perform on the job.
   _____ 2. Received adequate training for good performance on the job.
   _____ 3. Received much more training than I need on the job.
   _____ 4. Other (Specify) _____

9. What kind of additional training do you desire? (Specify) _____
   _____

10. Location of job. _____1. Within driving distance of home.
    _____2. Had to move to be nearer job.

11. How can the placement program be of more assistance to students? _____
    _____

Form 38a

INITIAL EMPLOYEE FOLLOW-UP

Student Name _____ SS# _____

Address _____
(Street) (City) (Street) (Zip)

1. What is your current educational status? (Check one)

   _____ Currently attending high school

   _____ Currently attending institution of higher education

   Full-time _____ Part-time _____

   _____ Not currently attending school

2. What is your current employment status? (Check one)

   _____ Employed Full-time _____ Part-time _____ (This includes all employment, even if below your qualifications; does not include full-time military service.)

   _____ Employed (Full-time military service.)

   _____ Unemployed (Not employed, but actively seeking employment.)

   _____ Not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reasons.)

NOTE: IF YOU ARE CURRENTLY EMPLOYED, PLEASE ANSWER THE REMAINING QUESTIONS. OTHERWISE, SKIP THE REMAINING ITEMS.

3. Please provide *complete* information on your present job: (Please print)

   Name of Company or Firm _____

   Name of your immediate supervisor _____

   Address of Company or Firm _____

   City _____ State _____ Zip Code _____

   Job Title _____

   Job Duties _____

4. Is this job related to your field of vocational training? (Check one)

   _____ Yes, it is directly or closely related.

   _____ No, it is only remotely related or not related at all.

5. What is your current salary before deductions? (Do not add in overtime) $_____ per _____

6. The salary in the preceding item is based on how many hours per week employment? _____ hours per week.

7. In an effort to evaluate the training of vocational education students in the State of Alabama, may we have permission to contact your employer regarding your job performance?

   Yes _____ No _____ If yes, please sign.

EMPLOYER FOLLOW-UP

Student Name _____

Identification Number _____

Program Title _____

Dear Employer:

In an effort to evaluate the training of vocational education students in the State of Alabama, the above-named employee has given his/her permission for you to provide us information regarding his/his job performance. While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government. NOTE: This report is authorized by law (PL 94-482).

PLEASE RETURN THIS FORM IN THE ENCLOSED POSTAGE-PAID ENVELOPE

1. VOCATIONAL TRAINING EVALUATION
   Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Neutral	Poor	Very Poor
a. Technical knowledge	_____	____	_____	____	_____
b. Work attitude	_____	____	_____	____	_____
c. Work quality	_____	____	_____	____	_____

2. OVERALL RATING
   What is your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?

Very Good	Good	Neutral	Poor	Very Poor
_____	____	_____	____	_____

3. RELATIVE PREPARATION
   As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive the same vocational training?

   _____ No basis for comparison

   _____ Individual is better prepared

   _____ Both are about the same

   _____ Individual is less prepared

THANK YOU FOR YOUR COOPERATION

Form 39

SUMMARY REPORT —

VOCATIONAL STUDENT PLACEMENT

_____

Date _____

			Percent	
Number of school leavers:				
Completers	_____	____%		
Non-completers	_____	____%	_____	____%

Number in military service	_____		
Number taking further training	_____		
Technical Institute	_____		
Junior College	_____		
University	_____		
Other	_____		
Number not seeking employment	_____	By choice	_____
		Disabled	_____
Number available for employment	_____		
Number of persons employed:			
In field	_____		
Related field	_____		
Unrelated field	_____		
Number of persons not placed	_____		

Number of persons sent on interviews _____

Types of employment obtained:

_____

_____

_____

Number of prospective employers contacted	_____
Number of placement follow-ups	_____
Number of news releases	_____
Number of talks to school assemblies	_____
Number of talks to clubs and groups	_____
Number of other Public Relations Activities	_____

Form 40

FOLLOW-UP OF SECONDARY COMPLETERS/LEAVERS

Teacher:
SSN:
System:

STUDENT NAME	USOE CODE	COMPL/ LEAVER CODE	EMPLOYED			ACTIVE MILITARY (Full-Time)	UNEMPLOYED			EDUCATIONAL STATUS					STATUS NOT KNOWN
			IN-FIELD	REL. FIELD	UNREL. FIELD		SEEKING WORK	BY CHOICE	DISABLED (Unable to Work)	High School	4—Yr. Col.	Jr. Col.	Tech. Inst.	Private Inst.	
1															
2															
3															
4															
5															
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Form 41

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INSTRUCTIONS FOR TEACHER FOLLOW-UP REPORT

The students preprinted on this report are students you reported to us on the Termination Report at the end of the last school year as having either: (a) completed your vocational education program or (b) left your vocational program without completing it and is *not* known to be continuing his/her education. In order for us to follow-up these students, please place an "X" in the appropriate block(s) next to the name of the student. If you have questions regarding this report, you should contact your data contact person who is listed on the front of this envelope.

DEFINITIONS FOR COMPLETER/LEAVER CODES:

A — Program Completer — Refers to a student who finished a planned sequence of courses, services, or activities designed to meet a vocational occupational objective that teaches entry-level job skills. This person must have met all the requirements of the institution for program completion whether or not he or she graduated from the institution.

B — Program Leaver — Refers to a student who was enrolled in and attended a program of vocational education and has left the program without completing it and is *not* known to be continuing his/her education. Also included are students who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level occupational preparation to work in the field and who have taken jobs related to their field of training.

THANK YOU FOR YOUR ASSISTANCE!

Form 42

TICKLER FILE FOR FOLLOW-UP

Note: File five (5) working days after employment date.

Student _____

Employment

Place _____

Date _____

Conduct initial employee and employer follow-ups. (7 to 30 days from above date)

Forms Needed:

Initial Employee Follow-up (Form 38)

Employer Evaluation (Form 39)

Comments:

Form 43

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APPENDIX

SOURCE: ALABAMA CHILD LABOR AGENCY

*Important Notice Page

A SUMMARY OF

ALABAMA CHILD LABOR REGULATIONS

WORK PERMITS REQUIRED

Every employer who employs a minor must comply with the provisions of the Alabama Child Labor Law and every child or youth under age 17 must have a work permit before he goes to work in Alabama. In certain instances, older youngsters may be required to obtain a permit and most of these instances are specified in this Summary. Neither marriage nor high school graduation exempts a person from the requirement of obtaining a work permit.

PARENTS MAY BE SUBJECT

Children working for their own parents in connection with their own business or trade must secure work permits and comply with all other provisions of the Alabama Child Labor Law but no permit is required for agricultural or domestic services.

WHO ISSUES PERMITS

Work Permits may be obtained at all City and County Boards of Education and at most High Schools in Alabama from the Issuing Officers who are stationed there.

HOW TO SECURE A WORK PERMIT

To obtain a work permit the following information and requirements must be presented to the Issuing Officer:

A. Applicant's statement
B. Employer's statement of his intent to hire the minor and what duties the youth will perform.
C. Physician's examination and statement
D. Parent's statement
E. School statement
F. Birth Certificate

PERMITS MAY BE REFUSED

The Issuing Officer may refuse to issue a permit to a minor who seems physically unable to do the work or when, in his opinion, the best interests of the minor would be served by such refusal. The Issuing Officer must refuse to issue a permit to a minor for any employment prohibited by the Alabama Child Labor Law.

MINIMUM AGE

Permits are not issued to minors under 14 years of age except that Special Summer Employment Certificates may be issued to boys 12 and 13 years of age for certain occupations and provisions are made for the issuance of Street Trades Permits under special conditions for boys as young as 10 years of age.

The Alabama Child Labor Law prohibits girls from working in certain occupations and places of employment but allows the employment of boys in these positions. However, with respect to various current laws dealing with equal opportunity of the sexes, the Alabama Child Labor Laws are purely protective of young females and have no intent to nor do they discriminate against anyone on account of sex.

FEDERAL LAW MAY APPLY

A work permit does not authorize employment contrary to the Child Labor provisions of the Fair Labor Standards Act.

Further information on the provisions of federal laws may be obtained from the following offices in Alabama:

Wage & Hour & Public Contracts Division
U.S. Department of Labor
421 So. McDonough Street
Montgomery, Alabama 36104

Wage & Hour & Public Contracts Division
U.S. Department of Labor
951 Government Street Building
Mobile, Alabama 36604

Wage & Hour & Public Contracts Division
U.S. Department of Labor
1931 — 9th Avenue, South
Birmingham, Alabama 35205

KINDS OF WORK PERMITS

A. Age Certificates
B. Employment Certificates
C. Special Employment Certificates
D. Street Trades Permits

WORK PERMITS NOT REQUIRED

A. Agricultural Pursuits
B. Domestic Services

WORK PERMITS FOR 17 AND ABOVE

A. Any person between 18 and 19 who works in a mine, coke breaker, coke oven or quarry, must have a work permit.
B. The Child Labor Agency of the State of Alabama as a cooperative measure with the U.S. Department of Labor will issue an age certificate for persons 17 or older when a request is made either by that Federal agency or any employer.

MAXIMUM HOURS OF LABOR

For 14 and 15 Year Olds

A. When school is in session:

ALABAMA CHILD LABOR RELATIONS (continued)

no more than 4 hours on a school day
no more than 8 hours on a weekend day
no more than a total of 28 hours for the week
not before 7 a.m. and not after 8 p.m.

B. When school is not in session:

no more than 8 hours a day
no more than 40 hours a week
no more than 6 days a week
not before 7 a.m. and not after 8 p.m.

C. Item B also applies to 12 and 13 year olds who have been issued Special Employment (Summer only) Certificates.

D. The Law does not specify the length of time for a meal but the Law requires the posting of the hour of the meals and the hours of commencing and stopping work.

PENALTIES

Any minor engaged illegally in street trades may be deemed a delinquent and brought before juvenile authority.

Persons furnishing merchandise for sale must be sure minor has permit. Failure to do so may result in $10-$50 fine.

Persons refusing Department of Industrial Relations right of access to inspect may be fined $50-$100.

Any person or firm employing minor illegally may be fined $10-$100 first time and $100-$500 subsequent time.

Parents may be fined same as employer if the permit is illegal and uncorrected.

Any person making false affidavit may be fined $5-$25 first time and may be imprisoned 1-90 days second or subsequent conviction.

SOME PLACES MINORS MAY WORK

The Alabama Child Labor Law prohibits girls from working in certain occupations and places of employment but allows the employment of boys in these positions. However, with respect to various current laws dealing with equal opportunity of the sexes, the Alabama Child Labor Laws are purely protective of young females and have no intent to nor do they discriminate against anyone on account of sex.

10 and 11 year Old (Boys)

Delivery of newspapers on fixed residential route

12 and 13 Year Old (Boys)

Business Offices
Caddies
Dairies
Mercantile Establishments
Newspaper Sales on Street
Shoe Shine Boys

14 and 15 Year Old

Agricultural Work (No permit required)
Auditoriums
Bakeries (Retail sales)
Baby Sitter (No permit required)
Ball Parks
Beauty Operator
Bell Boy
Camp Counsellors and Assistant
Car Washers
Coliseums
Day Nursery Work
Domestic Work (No permit required)
Drive Ins (Boys only)
Gas Stations (Boys only)
Greenhouses
Grocery Stores
Hospital Aides
Janitors
Library Assistants
Mercantile Establishments
Nurses Aides
Nursery Work
Office Work
Packing Fresh Fruits and Vegetables
Play Ground Work
Receptionist
Retail Stores
Restaurants
Schools
Stadiums
Theaters (Ushers and concessionnaires)
Warehouses

16 and 17 Year Old

Amusement Centers
Announcer TV or Radio
Auto Mechanic
Bank Clerk & Messenger
Bookkeeper
Building Trades
Cannery
Carpenters
Clerk
Construction
Copy Boy or Girl
Dental Hygenist
Dishwasher
Draftsman
Drug Store
Factories
Firefighter
Hotel Work
Laboratory Assistant

ALABAMA CHILD LABOR RELATIONS (Continued)

Life Guard
Motor Vehicle Operator
Nurse or Nurses Aide
Painter
Resorts
Restaurants
Salesman
Seaman
Sewing Machine Operator
Stenographer & Typist
Telephone (operator, repairman)
Waiter

I. MINORS UNDER 16 YEARS OF AGE ARE PROHIBITED FROM WORKING IN THE FOLLOWING EMPLOYMENT:

A. Not employed in or about or in connection with any manufacturing or mechanical establishment, cannery, mill, factory, workshop or laundry.

B. Not to work in any of the following occupations or positions:

1. Operating or assisting in operating any of the following machines:

(a) circular or band saws
(b) wood shapers
(c) wood jointers
(d) planers
(e) sand-paper or wood polishing machinery
(f) wood turning or boring machinery
(g) machines used in picking wool, cotton, hair or other materials
(h) job or cylinder printing presses
(i) boring or drilling presses
(j) stamping machines used in sheet metal or tin ware or in paper or leather manufacturing or in washer or nut factories
(k) metal or paper cutting machines
(l) corner staying machines
(m) steam boilers
(n) dough brakes or cracker machinery of any description
(o) wire or iron straightening or drawing machinery
(p) rolling mills machinery
(q) power punches or shears
(r) washing, grinding or mixing machinery
(s) laundrying machinery
(t) nor engaged in any work in a about a rolling mill, machine shop or manufacturing establishment, which is hazardous or dangerous to health, limb or life.

2. Or in proximity to any hazardous or unguarded gearing.

3. Or upon any railroad, whether steam, electric or hydraulic.

4. Or upon any vessel or boat engaged in navigation or commerce within the jurisdiction of this State.

II. MINOR UNDER 16 YEARS OF AGE ARE PROHIBITED FROM WORKING IN THE FOLLOWING PLACES:

A. In, about or in connection with any processes in which dangerous or poisonous acids are used.
B. Nor in the manufacture or packing of paints, colors, white or red lead.
C. Nor in soldering or welding.
D. Nor in occupations causing dust in injurious quantities.
E. Nor in the manufacture or use of poisonous dyes.
F. Nor in the manufacture or preparation of compositions with dangerous or poisonous gases.
G. Nor in the manufacture or use of compositions of lye in which the quantity is injurious to health.
H. Nor in scaffolding.
I. Nor in heavy work in the building trades.
J. Nor in any tunnel or excavation.
K. Nor in assorting, manufacturing or packing tobacco.
L. Nor to operate any automobile, motor car or truck.
M. Nor to work in any bowling alley.
N. Nor as firefighters.
O. Nor shall any child under the age of 16 years be employed, permitted, or suffered to work upon the stage of any theatre or concert hall, or in connection with any theatrical performance or other exhibition or show, except that children 14 years of age may be employed as ushers and at concession stands in theatres or concert halls in accordance with other provisions of the Alabama Child Labor Law.
P. Nor in any place or occupation which the State Board of Health may declare dangerous to life or limb or injurious to the health or morals of children under 16 years of age.

III. MINORS UNDER 18 YEARS OF AGE:

A. No person under 18 can work as a messenger before 6 a.m. or after 10 p.m.
B. No person under 18 shall be employed in any poolhall or billiard room.
C. No person under 18 shall be employed in an establishment where alcoholic beverages are sold for consumption on the premises except 16 year olds and over can work as busboys, dishwashers or janitors.
D. No person under 18 shall be employed in any capacity in, about or in connection with any mine, coke breaker, coke oven or quarry.

ALABAMA CHILD LABOR RELATIONS (Continued)

IV. BOYS UNDER 12 AND GIRLS UNDER 18

No boy under 12 and no girl under 18 shall distribute, sell, expose or offer for sale, newspapers, magazines, periodicals, handbills or circulars or work in any trade or occupation performed in any street or public place: but boys 10 and over may deliver newspapers in residential areas.

The Alabama Child Labor Law prohibits girls from working in certain occupations and places of employment but allows the employment of boys in these positions. However, with respect to various current laws dealing with equal opportunity of the sexes, the Alabama Child Labor Laws are purely protective of young females and have no intent to nor do they discriminate against anyone on account of sex.

V. GIRLS UNDER 14 ARE NOT ALLOWED TO BE EMPLOYED IN ANY OCCUPATION EXCEPT AGRICULTURAL AND DOMESTIC SERVICE BUT 12 AND 13 YEAR OLD BOYS ARE PERMITTED SUMMER WORK IN:

A. Business Offices
B. Mercantile Establishments
C. Dairies

This leaflet contains only a summary of the various laws. For detailed information on any of the subjects covered above write to:

ALABAMA CHILD LABOR AGENCY STATE
DEPARTMENT OF INDUSTRIAL RELATIONS
INDUSTRIAL RELATIONS BUILDING
MONTGOMERY, ALABAMA 36104

IMPORTANT NOTICE

Public Law 88-352, Title VII, Equal Employment Opportunity, July 2, 1964, makes discrimination against an individual because of sex illegal, This Law (Public Law 88-352) specifically permits the employment of females where in the past such employment has been prohibited by the Alabama Child Labor Law. Therefore, any minor female is eligible for employment in any job for which a minor male is eligible. In this pamphlet, "Guide for the Employment of Minors", those jobs prohibited for girls must now be considered legal for girls. THIS IN NO WAY AFFECTS THE PERMIT REQUIREMENTS, HAZARDOUS OCCUPATION REGULATIONS, HOUR RESTRICTIONS OR OTHER PROVISIONS OF THE CHILD LABOR LAW.

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FEDERAL CHILD LABOR REGULATIONS
Source: FEDERAL CHILD LABOR AGENCY

14 and 15 year old minors may *NOT* be employed in:

(1) Any MANUFACTURING occupation.

(2) Any MINING occupation.

(3) PROCESSING occupations such as filleting of fish, dressing poultry, cracking nuts, or laundering as performed by commercial laundries, and dry cleaning (except in a retail, food service or gasoline service establishment in those specified occupations expressly permitted there in accordance with the following list).

(4) Occupations requiring the performance of any duties in WORKROOMS or WORKPLACES WHERE GOODS ARE MANUFACTURED, MINED, OR OTHERWISE PROCESSED (except to the extent expressly permitted in retail, food service or gasoline service establishments in accordance with the following list).

(5) PUBLIC MESSENGER SERVICE.

(6) OPERATION OR RENDING OF HOISTING APPARATUS or of ANY POWER-DRIVEN MACHINERY (other than office machines and machines in retail food service and gasoline service establishments which are specified in the following list as machines which such minors may operate in such establishments).

(7) Those occupations declared to be particularly hazardous for minors between 16 and 18 years of age (and, therefore, PROHIBITED FOR MINORS 14 and 15).

An 18 year minimum is required for employment in occupations covered by these 17 hazardous orders.

Hazardous Order #1 — Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosive components.
Hazardous Order #2 — Occupations of motor-vehicle driver and outside helper.
Hazardous Order #3 — Coal-mine occupations.
Hazardous Order #4 — Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
Hazardous Order #5 — Occupations involved in the operation of power-driven woodworking machines.
Hazardous Order #6 — Occupations involving exposure to radioactive substances and to ionizing radiations.
Hazardous Order #7 — Occupations involved in the operation of elevators and other power-driven hoisting apparatus.
Hazardous Order #8 — Occupations involved in the operation of elevators and other power-driven metal forming, punching, and shearing machines.
Hazardous Order #9 — Occupations in connection with mining, other than coal.
Hazardous Order #10 — Occupations involving slaughtering, meat-packing or processing or rendering.
Hazardous Order #11 — Occupations involved in operation of certain power-driven bakery machines.
Hazardous Order #12 — Occupations involved in the operation of certain power-driven paper-products machines.
Hazardous Order #13 — Occupations involved in the manufacture of brick, tile, and kindred products.
Hazardous Order #14 — Occupations involved in the operation of circular saws, band saws, and guillotine shears.
Hazardous Order #15 — Occupations involved in wrecking, demolition and ship-breaking operations.
Hazardous Order #17 — Occupations in excavation operations.

FEDERAL CHILD LABOR REGULATIONS (Continued)

(8) OCCUPATIONS IN CONNECTION WITH:

(a) TRANSPORTATION of persons or property by rail, highway, air, on water, pipeline or other means.
(b) WAREHOUSING and STORAGE.
(c) COMMUNICATIONS and PUBLIC UTILITIES.
(d) CONSTRUCTION (including repair).

Except office or sales work in connection with these occupations (not performed on transportation media or at the actual construction site.)

(9) ANY OF THE FOLLOWING OCCUPATIONS IN A RETAIL, FOOD SERVICE, OR GASOLINE SERVICE ESTABLISHMENT:

(a) WORK performed IN or ABOUT BOILER or ENGINE ROOMS.
(b) Work in connection with MAINTENANCE or REPAIR OF THE ESTABLISHMENT, MACHINES or EQUIPMENT.
(c) OUTSIDE WINDOW WASHING that involves working from window sills, and all work requiring the use of LADDERS, SCAFFOLDS or their substitutes.
(d) COOKING (except at soda fountains, lunch counters, snack bars, or cafeteria serving counters) and BAKING.
(e) Occupations which involve OPERATING, SETTING UP, ADJUSTING, CLEANING, OILING or REPAIRING power-driven FOOD SLICERS and GRINDERS, FOOD CHOPPERS and CUTTERS, and BAKERY-TYPE MIXERS.
(f) Work in FREEZERS and MEAT COOLERS and all work in PREPARATION OF MEATS for sale (except wrapping, sealing, labeling, weighing, pricing and stocking when performed in other areas).
(g) LOADING AND UNLOADING GOODS to and from truck, railroad cars, or conveyors.
(h) All occupations in WAREHOUSES, except office and clerical work.

HOWEVER

14 and 15 year old minors *MAY BE* employed in:

(1) OFFICE and CLERICAL WORK (including operation of office machines).
(2) CASHIERING, SELLING, MODELING, ARTWORK, WORK IN ADVERTISING DEPARTMENTS, WINDOW TRIMMING AND COMPARATIVE SHOPPING.
(3) PRICE MARKING and TAGGING by hand or by machine, ASSEMBLING ORDERS, PACKING and SHELVING.
(4) BAGGING and CARRYING OUT CUSTOMERS' ORDERS.
(5) ERRAND and DELIVERY WORK by foot, bicycle, and public transportation.
(6) CLEAN UP WORK, including the use of vacuum cleaners and floor waxers, and MAINTENANCE OF GROUNDS *BUT NOT INCLUDING THE USE OF POWER-DRIVEN MOWERS OR CUTTERS.*
(7) KITCHEN WORK and other work involved in preparing and serving food and beverages, including the operation of machines and devices used in the performance of such work, such as, but not limited to, dishwashers, toasters, dumbwaiters, popcorn poppers, milk shake blenders, and coffee grinders.
(8) WORK IN CONNECTION WITH CARS and TRUCKS if confined to the following:

Dispensing gasoline and oil
Courtesy service.
Car cleaning, washing, and polishing.
Other occupations permitted by this section.

BUT NOT INCLUDING WORK:

Involving the use of pits, racks, or lifting apparatus or involving the inflation of any tire mounted on a rim equipped with a removable retaining ring.

(9) CLEANING VEGETABLES and FRUITS, and WRAPPING, SEALING, LABELING, WEIGHING, PRICING and STOCKING GOODS when performed in areas physically separate from areas where meat is prepared for sale and outside freezers or meat coolers.

U.S.O.E. SERVICE AREA CODE NUMBERS

MARCH 1982

AGRIBUSINESS EDUCATION

01.0100 Ag Production
01.0200 Ag Supplies and Services
01.0300 Ag Mechanics
01.0400 Ag Products
01.0500 Ornamental Horticulture
01.0600 Natural Resources
01.0700 Forestry
01.9900 Pre-Professional Ag
01.9999 Cluster — Pre-Agribusiness
99.0101 Prevoational

BUSINESS & OFFICE EDUCATION

14.0100 Accounting/Bookkeeping
14.0200 Business Data Processing
14.0300 General Clerical
14.0700 Stenographic, Secretarial, and Related Occupations
99.0102 Prevocational

GUIDANCE & COUNSELING

99.0103 Prevocational

HEALTH OCCUPATIONS EDUCATION

07.9999 Basic Health Occupations
07.0101 Dental Assisting (Aide)
07.0103 Dental Laboratory Technology (Aide)
07.0203 Medical Laboratory Assisting (Aide)
07.0303 Nursing Assistance (Aide)
07.0400 Rehabilitation Therapy Aide
07.0501 Radiologic Technology (X-Ray Aide)
07.0800 Mental Health Technology (Aide)
07.0904 Medical Assisting (Aide)
07.0906 Community Health Aide
99.0104 Prevocational

HOME ECONOMICS EDUCATION

09.0102 Child Development (semester or full year)
09.0103 Personal Clothing (semester or full year)
09.0104 Consumer Education (semester or full year)
09.0106 Family Living (semester or full year)
09.0107 Food and Nutrition (semester or full year—
09.0108 Housing and Home Management (semester or full year)
09.0126 Parenthood Education (semester or full year)
09.0199 Exploratory Consumer and Homemaking (semester or full time)
09.0111 Basic Consumer and Homemaking
09.0121 Advanced (2nd year) Consumer and Homemaking
09.0299 Cooperative Cluster — Child Care, Clothing, Foods, and/or Home Management
99.0105 Prevocational
09.0201 Occupational Child Care
09.0202 Occupational Clothing Production and Services
09.0203 Occupational Food Management, Production and Services
09.0205 Occupational Institutional and Home Management Services
09.0299 Cooperative Cluster — Child Care, Clothing, Foods and/or Home Management
99.0106 Prevocational

INDUSTRIAL ARTS

99.0400 Prevocational

MARKETING & DISTRIBUTIVE EDUCATION

04.0100 Advertising and Display Services
04.0200 Apparel and Accessories Marketing
04.0300 Automotive, Recreational and Agricultural Vehicles and Accessories
04.0400 Finance and Credit Services
04.0500 Floristry, Farm and Garden Supplies Marketing
04.0600 Food Marketing
04.0700 Food Services Marketing
04.0800 General Merchandise Retailing
04.0900 Hardware and Building Materials
04.1000 Home Furnishings Marketing
04.1100 Hotel, Motel and Lodging Services
04.1200 Industrial and Institutional Marketing
04.1300 Insurance
04.1400 International Marketing
04.1500 Personal Services Marketing
04.1600 Petroleum Marketing
04.1700 Real Estate Marketing
04.1800 Recreation Marketing
04.1900 Transportation and Travel Marketing
04.2000 Business Services Marketing
04.2100 Business Ownership (Entrepreneurship)
04.2200 General Marketing
04.9900 Sales and Marketing, Other (Specify)
99.0106 Prevocational
99.0107 Prevocational

TRADES AND INDUSTRIAL EDUCATION

07.0906 Health Aide (Co-op)
17.0100 Air Conditioning and Refrigeration
17.0200 Appliance Repair
17.0201 Sewing Machine Mechanic
17.0301 Automobile Body & Fender Repair
17.0302 Automobile Mechanics
17.0399 Other Automotive Services
17.0400 Aviation Occupations
17.0600 Office Machine Maintenance
17.0700 Commercial Art
17.0800 Commercial Fishery
17.0900 Commercial Photography
17.1001 Carpentry
17.1002 Electricity
17.1004 Masonry
17.1005 Painting & Decoration
17.1007 Plumbing & Pipefitting
17.1099 Building Construction
17.1100 Custodial Services
17.1200 Diesel Mechanics
17.1300 Drafting
17.1401 Industrial Electricity
17.1402 Line Repairer
17.1403 Motor Repairer, Electric
17.1499 Other Electrical Occupations
17.1500 Basic Electronics
17.1501 Telecommunications
17.1502 Industrial Electronics
17.1503 Radio/Television Repair
17.1601 Dry Cleaning
17.1602 Laundering
17.1900 Graphic Arts
17.2102 Watchmaking and Repair
17.2302 Machine Shop
17.2305 Sheet Metal
17.2306 Welding
17.2399 Other Metalworking Occupations
17.2601 Barbering
17.2602 Cosmetology
17.2899 Public Service Occupations
17.2900 Quantity Foods Occupation
17.2902 Cook/Chef
17.2903 Meat Cutter
17.3100 Small Engine Repair, Internal Combustion
17.3301 Dressmaking
17.3302 Tailoring
17.3399 Textile Production and Fabrication
17.3402 Shoe Repair
17.3500 Upholstery
17.3600 Woodworking
17.3601 Millwork and Cabinet Making
17.9906 Taxidermy
17.9907 Floral Design
17.9908 T.V. Operations Technology
99.9999 Basic Trades & Industry
99.0107 Prevocational
97.0108 Prevocational